Title of Instructional Materials: Key Curriculum Press: Discovering Advanced Algebra

Grade Level: Algebra II

Summary of Key Curriculum Press: Discovering Advanced Algebra

Overall Rating: Weak (1-2)	Important Mathematical Ideas: Weak (1-2)
Moderate (2-3)	Moderate (2-3)
☐ Strong (3-4)	Strong (3-4)
Summary / Justification / Evidence: Missing the following standards: A-APR.1, A-APR.7, N-CN.9 (only indirectly). Some of the other standards are only alluded to and not well developed.	Summary / Justification / Evidence: A wide range of how well the important mathematical ideas were developed. Some were extremely well developed with the investigations, but some were only briefly mentioned.
Skills and Procedures:	Mathematical Relationships: ☐ Weak (1-2) ☐ Moderate (2-3) ☐ Strong (3-4)
Summary / Justification / Evidence: Many instances of just "show me the skill" type problems and not well integrated problems.	Summary / Justification / Evidence: Several were not developed well or only mentioned with little or no discussion.

1. Make sense of problems and persevere in solving them.		
Mathematically proficient students start by explaining to themselves the mea	ning of a problem and looking for entry points to its	solution. They analyze
givens, constraints, relationships, and goals. They make conjectures about the	e form and meaning of the solution and plan a soluti	on pathway rather than
simply jumping into a solution attempt. They consider analogous problems, a	and try special cases and simpler forms of the original	al problem in order to
gain insight into its solution. They monitor and evaluate their progress and cl	hange course if necessary. Older students might, dep	ending on the context o
the problem, transform algebraic expressions or change the viewing window	on their graphing calculator to get the information	they need.
Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of		
important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures t		
help conceptualize and solve a problem. Mathematically proficient students of	check their answers to problems using a different me	ethod, and they
continually ask themselves, "Does this make sense?" They can understand the	e approaches of others to solving complex problems	and identify
correspondences between different approaches.		
•		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standa	rd that are missing
	or not well developed in the instructional n	naterials (if any):
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Cummowy / Justification / Evidence		
Summary / Justification / Evidence:		. ⊠a □4
	Overall Rating:	²

2. Reason abstractly and quantitatively.		
Mathematically proficient students make sense of quantities and their relation	onships in problem situations. They bring two complementary abilities to	
bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and		
manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize,		
to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits o		
creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to		
compute them; and knowing and flexibly using different properties of operat	tions and objects.	
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	Overall Rating:	

3. Construct viable arguments and critique the reasoning of other	ers.	
Mathematically proficient students understand and use stated assumptions,	s, definitions, and previously established results in constructing arguments	
They make conjectures and build a logical progression of statements to explo		
breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the		
arguments of others. They reason inductively about data, making plausible as	· ·	
Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that		
which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such a		
objects, drawings, diagrams, and actions. Such arguments can make sense an		
grades. Later, students learn to determine domains to which an argument ap		cid
whether they make sense, and ask useful questions to clarify or improve the		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing	g
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$	

4. Model with mathematics.	
Mathematically proficient students can apply the mathematics they know to	solve problems arising in everyday life, society, and the workplace. In early
grades, this might be as simple as writing an addition equation to describe a	situation. In middle grades, a student might apply proportional reasoning to
plan a school event or analyze a problem in the community. By high school, a	student might use geometry to solve a design problem or use a function to
describe how one quantity of interest depends on another. Mathematically pro-	oficient students who can apply what they know are comfortable making
assumptions and approximations to simplify a complicated situation, realizing	g that these may need revision later. They are able to identify important
quantities in a practical situation and map their relationships using such tool	s as diagrams, two-way tables, graphs, flowcharts and formulas. They can
analyze those relationships mathematically to draw conclusions. They routin	ely interpret their mathematical results in the context of the situation and
reflect on whether the results make sense, possibly improving the model if it	has not served its purpose.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating:

5. Use appropriate tools strategically.		
Mathematically proficient students consider the available tools when solving	g amathematical problem. These tools might inclu	de pencil and paper,
concretemodels, a ruler, a protractor, a calculator, a spreadsheet, a computer	r algebra system,a statistical package, or dynamic	geometry software.
Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sounddecisions about when each of these tools mig		
be helpful, recognizing both theinsight to be gained and their limitations. For	example, mathematically proficienthigh school s	tudents analyze graphs of
functions and solutions generated using agraphing calculator. They detect po	ossible errors by strategically using estimationand	d other mathematical
knowledge. When making mathematical models, they knowthat technology can enable them to visualize the results of varying assumptions, explore		
consequences, and compare predictions with data. Mathematicallyproficient students at various grade levels are able to identify relevant		
externalmathematical resources, such as digital content located on a website	e, and use themto pose or solve problems. They ar	e able to use technological
tools to explore anddeepen their understanding of concepts.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and stan	9
	or not well developed in the instructiona	il materials (if any):
Summary / Justification / Evidence:		
	Overall Rating:	2

6. Attend to precision.		
Mathematically proficient students try to communicate precisely to others. T	hey try to use clear definitions in discussion with others and in their own	
reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about		
specifying units of measure, and labeling axes to clarify the correspondence v	vith quantities in a problem. They calculate accurately and efficiently,	
express numerical answers with a degree of precision appropriate for the pro		
explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing	
	or not well developed in the instructional materials (if any):	
	or not well developed in the instructional materials (if any):	
	or not well developed in the instructional materials (if any):	
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
Summary / Justification / Evidence:	Overall Rating:	

7. Look for and make use of structure.	
Mathematically proficient students look closely to discern a pattern or struct	ure.Young students, for example, might notice that three and seven more is
the sameamount as seven and three more, or they may sort a collection of sh	apes accordingto how many sides the shapes have. Later, students will see 7
$^{\circ}$ — 8 equals thewell-remembered 7 $^{\circ}$ — 5 + 7 $^{\circ}$ — 3, in preparation for learning	ig about the distributive property. In the expression $x^2 + 9x + 14$, older
students can see the 14 as 2 $^{\circ}$ — 7 and the 9 as 2 + 7. They recognize the significant	ficance of an existing line in a geometricfigure and can use the strategy of
drawing an auxiliary line for solving problems. They also can step back for an	overview and shift perspective. They can seecomplicated things, such as
some algebraic expressions, as single objects or asbeing composed of several	
times a square and use that to realize that its value cannotbe more than 5 for	any real numbers x and y.
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Summary / Justification / Evidence:	Overall Rating:

8. Look for and express regularity in repeated reasoning.		
Mathematically proficient students notice if calculations are repeated, and lookboth for general methods and for shortcuts. Upper elementary students		
mightnotice when dividing 25 by 11 that they are repeating the same calculations overand over again, and conclude they have a repeating decimal. By		
paying attention to the calculation of slope as they repeatedly check whether		
might abstract the equation $(y-2)/(x-1)=3$. Noticing the regularity in the v		
$1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient		
students maintain oversight of the process, whileattending to the details. They continually evaluate the reasonableness of theirintermediate results.		
Indicate the chapter(s), section(s), and/or page(s) reviewed:	Portions of the domain, cluster, and standard that are missing	
	or not well developed in the instructional materials (if any):	
Summary / Justification / Evidence:		
	Overall Rating : $\Box 1 \Box 2 \Box 3 \Box 4$	

P	Reviewed By:
Documenting Alignment to the	Title of Instructional Materials: Key Curring ham Discovering Advanced Algebra
1. Make sense of problems and persevere in solving them.	eaning of a problem and looking for entry points to its solution. They analyze
givens, constraints, relationships, and goals. They make conjectures about to simply jumping into a solution attempt. They consider analogous problems gain insight into its solution. They monitor and evaluate their progress and the problem, transform algebraic expressions or change the viewing window proficient students can explain correspondences between equations, verbal relationships, graph data, and search for regularity or trends. Younger stude solve a problem. Mathematically proficient students check their answers to this make sense?" They can understand the approaches of others to solving	the form and meaning of the solution and plan a solution pathway rather than and try special cases and simpler forms of the original problem in order to change course if necessary. Older students might, depending on the context of w on their graphing calculator to get the information they need. Mathematically descriptions, tables, and graphs or draw diagrams of important features and ents might rely on using concrete objects or pictures to help conceptualize and problems using a different method, and they continually ask themselves, "Does complex problems and identify correspondences between different approaches.
Students complete the investigation to le S's collect data; graph is their model. They evaluate a adjust their model.	earn open a porchial Removed
Indicate the chapter(s), section(s), or page(s) reviewed. P252 Sec 5.1 Investigation problems 5,6,7,10,11	Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):
Summary/Justification/Evidence	Overall Rating
	1 2 3 4

Reviewed By:	
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Title of Instructional Materials: Kon Curriculum

Documenting Alignment to the Standards for Mathematical Practice

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Sec 5,1

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:		
Title of Instructional Materials:	Ken Curriculum	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

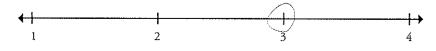
s's must choose 2 ways for estimating the again which the populations were the same in the investigation. In the exercises, s's are asked to justify a explanation answers.

Indicate the chapter(s), section(s), or page(s) reviewed.

p 162: Investigation Trans
p164: 70, 86,84,90

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
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Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Ser 5,8

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:		
Title of Instructional Materials:	Keg Curri outum	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

In EXB, 5's we a G.C. to test of reform the model. In Ex 6,12,14 (0227-228), 5's expose diamonds + translations, given a model, they verify their regular graphically of algebra cally.

Overall Rating

Indicate the chapter(s), section(s), or page(s) reviewed.

Lesson 4.6 p221

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

1 2 3

Reviewed By:	
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Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed	By:
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Title of Instructional Materials: ___

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

5's recognize the role of each coefficient, is a guadratic es & become proformat at concerting between general a district form.

Indicate the chapter(s), section(s), or page(s) reviewed.

Sec 8. 5 p48)

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence



Reviewed By:			
Title of Instructional Materials			

8. Look for and express regularity in repeated reasoning.

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1)=3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

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Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials: Key Curriculum

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Important Mathematical Ideas 1 2 3 4				
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Skills and Procedures 1 2 3 4 Very Cew practice problem Mathematical Relationships 1 2 3 4				
	Summary / Justification / Evidence They did have 5's Constitution vent diagram				
9ec 7.5	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):				
	Overall Rating 1 1 2 3 4				

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA II -- NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.			
N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers. Note: i^2 as highest power of i .	Important Mathematical Ideas 1 2 3 4			
	Skills and Procedures 1 2 3 4 Few gractice problems			
	Mathematical Relationships 1 3 4			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence Related 12 company 1 was and 1			
7.5	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	Overall Rating 1 2 3 4			

Title of Instructional Materials: Key Corticulum

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			idard are	
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients.	Important Mathematical Ideas	1	<u> </u>	3	4
The example tells students they can solve using the DF but is only shows an example	Skills and Procedures	1	1	3	4
by isolating x2 a tale of the sq cost.	Mathematical Relationships	1		3	
	Summary/Justification/E	ividence oblem	13 (2413)	43 m	Sam
Indicate the chapter(s), section(s), and/or page(s) reviewed.	I-w &F				
7.5	Portions of the domain, clu developed in the instructio			missing or r	not well
	Overall Rating	 		3	4

Reviewed By:	•
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ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation met. Cite examples from the			ster, and sta	ndard are
N-CN.8	Important Mathematical Ideas	۵	G.	Ī	1 .
(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	important masioniasear idodo	1	2	3	4
Note: Polynomials with real coefficients.					
	Skills and Procedures	(3	 →
	Mathematical Relationships	4.1		1	;
	manomana readono apo	1	2	3	4
	Summary / Justification / Ex	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Sec 7,5 # 6,11,12	Portions of the domain, cluded developed in the instruction			missing or I	not well
No explanations or here					
in rewriting in					
general form	Overall Rating	(

Reviewed By:			
Title of Instructional Materials:	Kan	Currentum.	

ALGEBRA II — NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
N-CN.9	Important Mathematical Ideas
(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	1 2 3
Note: Polynomials with real coefficients.	
s's are asked to use the	Skills and Procedures
Zeros to graph a function	1 2 3
	Mathematical Relationships 1 2 3
	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
7.7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): The Fundamental Throng Mights and Standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 1 1 1 1 1 2 3 4

Reviewed By:	
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Title of Instructional Materials:

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation met. Cite examples from the			ıster, and stan	dard are
A-SSE.1a Interpret expressions that represent a quantity in terms of its context.* a. Interpret parts of an expression, such as terms, factors, and	Important Mathematical Ideas	(2	- 	
coefficients. Note: Polynomial and rational. 3, 2 - Parts of Stope int Cormes (y=a+bx)	Skills and Procedures	← 		3	4
3.3 - Point-Slope form y=y, +b(x-x.) 5.1 - Exp Function y=ab* 5.8 - Log Eg 7.2 - 3 Forms of Guadratic Function	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex "b" is used for slo	ps ratio			
	Portions of the domain, cluded developed in the instruction	•		e missing or n	ot well
	Overall Rating		2	3	4

Title of Instructional Materials: Ken Caccionian

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, clus met. Cite examples from the materials.	ster, and standard are
A-SSE.1b 1. Interpret expressions that represent a quantity in terms of its context.*	Important Mathematical Ideas	→ → 4
b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r) ⁿ as the product of P and a factor not depending on P.	Skills and Procedures	√°
Note: Polynomial and rational. L. 7: 88 05 const crecin x2+y2=102 y=+51-x2	1 2	3 4
5.8: LOSS 7.7: Polynomia egila factoral from d	Mathematical Relationships I 2	3 4
Standard Corns	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.		
	Portions of the domain, cluster, and standard that are developed in the instructional materials (if any): Transformations are done very difference in the instructional materials (if any): Fach 28 13 not solved for y y=K=F(X-h)	_
	Overall Rating i 2	3 4

Reviewed By:	
Title of Instructional Materials:	

Seeing Structure in Expressions (A-SSE)

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.	эге
A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.	Important Mathematical Ideas 1 2 3	→ 4
Note: Polynomial and rational. 5,7: Log5 &3: Rewrite Exp Guadison as log9 7.2: Equivalent Gains of Quad Funding 185-57	Skills and Procedures 1 2 3	1→ 4
7.8: 8x10: sum a diff of Sg/Cub/s 13.6: Find trig Identition EXIBALY	Mathematical Relationships 1 2 3	 → 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence	
	Portions of the domain, cluster, and standard that are missing or not wel developed in the instructional materials (if any):	I
	Overall Rating 1 2 3 4	→

Reviewed By:	

Title of Instructional Materials: Kay Correction

ALGEBRA II — ALGEBRA (A)

Seeing Structure in Expressions (A-SSE)

Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*	Important Mathematical Ideas 1 2 3 4
9.2 : Infinite Sums 9.3: Portial Sum - Investigating	Skills and Procedures 1 2 3 4
Geo Servers Formula - Investigation p 5 33	Mathematical Relationships 1 2 3 4
·	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	U. instrad of a. Forther Circle of
	Overall Rating 1 1 1 3 4

Reviewed By:	
Title of Instructional Materials:	

Arithmetic with Polynomials and Rational Expressions (A-APR)

Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			idard are	
A-APR.1	Important Mathematical Ideas	. 1		£	1.5
Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	imponant wathematical toeas	1	2	3	 → 4
Note: Beyond quadratic.	Skills and Procedures		2	3	
		x.	L	,	;
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction	nal mate	erials (if any):	_	not well
	closure is r	O Conference	talked ope	ut in	
	this book				
	Overall Rating	 	2	3	 →

Reviewed By:

Title of Instructional Materials: Ken Carradian

ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Understand the relationship between zeros and factors of polynomials.	Summary and documentati met. Cite examples from th	on of how the domain, cluster, and standard are e materials.
A-APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
7,8; The Factor than is given	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Ex 7,89	Mathematical Relationships	$\begin{array}{cccccccccccccccccccccccccccccccccccc$
	ਸਰੀ ਅਕਤੂ ਘਰਹੈ Summary / Justification / E	•
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cludeveloped in the instruction	ister, and standard that are missing or not well nal materials (if any):
	Overall Rating	1 3 4

Reviewed By:	

Title of	Instructional Materials:	

Arithmetic with Polynomials and Rational Expressions (A-APR)

Summary and documentation of how the domain, cluster, and standard are Understand the relationship between zeros and factors of polynomials. met. Cite examples from the materials. A-APR.3 Important Mathematical Ideas Identify zeros of polynomials when suitable factorizations are available. and use the zeros to construct a rough graph of the function defined by the polynomial. Skills and Procedures 7.6: Factoring Polynomials : Given a graph
s's will right the factored form of a polynomial function write Mathematical Relationships Polynomials in Factorial Form, identity 7, 7; Graph polynomial Correlations when Summary / Justification / Evidence In Colored Garage Exton Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Overall Rating 2

Reviewed By	<u>, </u>		

Title of Instructional Materials: Veg Correction

ALGEBRA II - ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
A-APR.4	Important Mathematical Ideas		G.		•
Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	·	1		3	4
7.3 Completing the St Ex3	Skills and Procedures	1	<u> </u>	3	4
7.8 EXIZ minimus tigation - 5um or diff of sqlcubes	Mathematical Relationships	1		3	;
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			e missing or n	ot well
	Overall Rating		<u> </u>	1	-
		1	2	3	4

Reviewed By:	

Citle of Instructional Materials:	:

Arithmetic with Polynomials and Rational Expressions (A-APR)

Use polynomial identities to solve problems.	Summary and documentation met. Cite examples from the			uster, and stan	dard are
A-APR.5 (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	Important Mathematical Ideas	1	2	(h)	4
Sec 10.7: P604 - Binomial Thm PLOS - Passal's D	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	2	3	
The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
	Portions of the domain, cluded developed in the instruction			re missing or n	ot well
	Overall Rating	 	2	(1)	→ 4

Reviewed By:

Title of Instructional Materials: You Carriculum

ALGEBRA II — ALGEBRA (A)

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentati met. Cite examples from th			luster, and stan	dard are
A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	Important Mathematical Ideas	1	2	3	4
Note: Linear and quadratic denominators. Sec 8, 6 & X A P4 9 2	Skills and Procedures	1	2	3	:
Sec 8,7 Graphing - rewrite infectored from	Mathematical Relationships	1	2		4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E		ector is g	to de	
	Portions of the domain, clu developed in the instructio			re missing or n	ot well
	Overall Rating	(2	3	4

Reviewed By:	
Title of Instructional Materials:	

Arithmetic with Polynomials and Rational Expressions (A-APR)

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
A-APR.7						
(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Important Mathematical Ideas	1	2	3	4	
Note: Linear and quadratic denominators.	Skills and Procedures	(- - 				
8.6		1	2	3	4	
	Mathematical Relationships	1	2	3	4	
	Summary / Justification / Ev	/idence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, clus developed in the instruction	al material	s (if any):	missing or no	ot well	
	Overall Rating	1	2	3	4	

Reviewed By:

Title of Instructional Materials: Ley Carriculum

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations	that	describe	numbers	or	relationships.
Orcato equations		40001100		٠.	. Olderonompo.

A-CED.1

Create equations and inequalities in one variable and use them to solve problems. *Include equations arising from linear and quadratic functions, and simple rational and exponential functions.**

Note: Equations using all available types of expressions, including simple root functions.

Sec 3.1: Linear & Ex 6,7,8
3,2: Ex 10 (Scatter glots & linear o)

Sec Sil: Exponential functions EXII 412

Sec S. 6: Log models 7-9
Sec 8.6: Cog models 7-9
Sec 8.6: Fotono : EX 8:

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

1 2 3 4

Mathematical Relationships

1 2 3 4

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Root functions, inequalities

Overall Rating

1 2 3 4

Title of Instructional Materials:	

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*	Important Mathematical Ideas	1	2	3	4
Note: Equations using all available types of expressions, including simple root functions. Sec 3.1: Liver 1 & Exp-12 Sec 3.3: Write & graph liver 2 & X Z-10 Sec 5.1: Exp Functions write & graph & X: 5-12	Skills and Procedures	 	· 2	3	
Sec 5.6: Write & graph log Funtions 1-9 Sec 7.2: Quad Fund Ext-12 Sec 8.6: Write & graph Rations Functions	Mathematical Relationships	1	2	1)	·
Sec 13.34.5: Graphs of Sin Gunetion 5	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not we developed in the instructional materials (if any):				
	Overall Rating	+	2		1 4

Title of Instructional Materials: Key Cucaralam

ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.	Summary and documentation met. Cite examples from the		domain, clu	ster, and stand	dard are
A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*	Important Mathematical Ideas	1	2		4
Note: Equations using all available types of expressions, including simple root functions. Sec 3.6 + 3.7 - 595 & 88	Skills and Procedures	1	2	3	1 → 4
Ser 6,3: Solving 5 of 8 using Maderices 6.4 6.5: System of Inequality with monotraints 6.4 linear programing 5×1-10	Mathematical Relationships Summary / Justification / Ev	l l	2	-	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.			Januar Stanton		-4
	Portions of the domain, cluded developed in the instruction			missing or no	ot well
	Overall Rating	1	2	3	 → 4

Title of	Instructional	Materials:
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ALGEBRA II — ALGEBRA (A)

Creating Equations (A-CED)

Create equations that describe numbers or relationships.

A-CED.4

Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law V = IR to highlight resistance R.*

Note: Equations using all available types of expressions, including simple root functions.

Sec 3.7 # 10 (Pired poblem)

Sec 4.5 # 13 (Application problem)

Sec 5.3 # 13 (Application problem)

Sec 5.3 # 13 (Application problem)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Reviewed By:	
Reviewed by:	

Title of Instructional Materials:

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Understand solving equations as a process of reasoning and explain the reasoning.	Summary and documentati met. Cite examples from th			ter, and stan	dard are
A-REI.2	Important Mathematical Ideas	4.1	60	ī	
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	important Mathematical ideas	1	2	3	4
Note: Simple radical and rational.					
Sec 4.5; Sg root functions & extracement solutions	Skills and Procedures	1		3	
Sec 8.6.48.7 p 503 to 12	Mathematical Relationships	1	1		;
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E				
	Portions of the domain, cludeveloped in the instruction			missing or r	not well
	Overall Rating	1	2	3	

Reviewed By:	

Title of	Instructional	Matariala	
Title of	instructionar	wateriais:	

ALGEBRA II — ALGEBRA (A)

Reasoning with Equations and Inequalities (A-REI)

Represent and solve equations and inequalities graphically.

A-REI.11

Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Note: Combine polynomial, rational, radical, absolute value, and exponential functions.

Sec 3.6: 1886-11 Linear

500 9.7 to 9 (linear/game) sylver (squares)

500 5. With 7. 8,9 Log

Sec 4.6: p226 to 5 Absolute Value

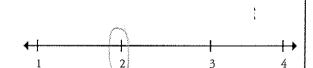
Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

Important Mathematical Ideas

Skills and Procedures

Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Not many exacting

Overall Rating

1 2 3 4

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing,	Important Mathematical Ideas 1 2 3 4
decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.* Note: Include rational, square root and cube root; emphasize selection of appropriate models.	Skills and Procedures 1 2 3 4
See 4.1 i Inferreting Graphs See 7.2 = 7.3: mayor of good Finetians 7.7: End behavor, max/min, includes, 8.7: rational Functions: holes + Asym	Mathematical Relationships I 2 3 4
13.3 4.5: Periodic(3	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating 1 2 3 4

Reviewed By:	

Title of Instructional Materials:			

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Interpret functions that arise in applications in terms of the context. met. Cite examples from the materials. F-IF.5 Important Mathematical Ideas Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.* Skills and Procedures Note: Emphasize selection of appropriate models. Sec 4.8: P242: #8 Whol is domain (lineor)

Mathematical Relationships Sec 13, 1: Graph given a certain Domain (2009) Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Everythery should have dry dearen stared Overall Rating

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100 110 11000	Ly.

Title of Instructional Materials:

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ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Interpret functions that arise in applications in terms of the context.	Summary and documentati met. Cite examples from th		domain, clu	ster, and stand	lard are
F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*	Important Mathematical Ideas	← i 1	2	3	4
Note: Emphasize selection of appropriate models. Sec 3, 1 辛 5, サバガン	Skills and Procedures	 1	2	3	<u>↓</u>
Sec 3, 11 # 5, #11, #2 Sec 3, 2; #1, #7-12	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E Portions of the domain, clu	ster, and stan		e missing or no	ot well
	developed in the instructio	nal materials ((if any):		— → 4

Reviewed By:	
Title of Instructional Materials:	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation met. Cite examples from the			ster, and stan	dard are
 F-IF.7b 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important Mathematical Ideas	1	(<u>†</u>)		
B. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. Note: Focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures	←		3	→ 4
Sec 4.2: p197 Step function Project (only one example?) Sec 4.5: Sq root, precessor Sec 4.6: Absolute Valley	Mathematical Relationships Summary / Justification / Ev	↓ 1		3	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	nal materia		missing or n	ot well
	Overall Rating	1	1	3	4

Reviewed By:	
Title of Instructional Materials:	Ken Carriculum

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.			
F-IF.7c	Important Mathematical Ideas			
 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 	Important Mathematical Ideas 1 3 4			
 Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. 	Skills and Procedures			
Note: Focus on using key features to guide selection of appropriate type of model function.	1 2 3 4			
Scally pulled by zeros,	Mathematical Relationships 1 2 3 4			
	Summary / Justification / Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.				
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):			
	technology to graph			
	Overall Rating 1 3 4			

40

Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Analyze functions using different representations. met. Cite examples from the materials. F-IF.7e Important Mathematical Ideas 7. Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* e. Graph exponential and logarithmic functions, showing intercepts and Skills and Procedures end behavior, and trigonometric functions, showing period, midline, and amplitude. Note: Focus on using key features to guide selection of appropriate type of model function. Sec 5.1 - graph simple exp for using a G.C. Mathematical Relationships 5.4 5.6-9290:4 13.3 > sketch tig fanctions showing . Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): 1498 a 6.C Overall Rating

Reviewed By:		
Title of Instructional Materials:	Ken Curr	ingly m

Interpreting Functions (F-IF)

Ana	llyze functions using different representations.	Summary and documentati met. Cite examples from the			uster, and stand	ard are
F-IF 8.	F.8a Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas	 	2	3	4
	a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Skills and Procedures	- 	+	A	
Note	: Focus on using key features to guide selection of appropriate type of model function.		1	2	3/	4
	Sec 7,2	Mathematical Relationships	← [2		4
	Sec 7.3	Summary / Justification / E	vidence			
Ind	icate the chapter(s), section(s), and/or page(s) reviewed.					
		Portions of the domain, clu developed in the instructio			e missing or no	t well
		Overall Rating	←	2	(1)	

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Reviewed By:	

Title of Instructional M	laterials:	
THE OF HISH GORDING IV.	lateriars.	

Interpreting Functions (F-IF)

Summary and documentation of how the domain, cluster, and standard are Analyze functions using different representations. met. Cite examples from the materials. F-IF.8b Important Mathematical Ideas 8. Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change Skills and Procedures in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{1/10}$, and classify them as representing exponential growth or decay. Note: Focus on using key features to guide selection of appropriate type of model function. Sec 5.1 p 2541 Growth & Decoy #6 Mathematical Relationships Sec 5,4 p 277 \$ 5 decay Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): Not many examples

Reviewed By:			
Title of Instructional Materials:	Kon	Carricalum	

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documentation of how the domain, cluster, and standard armet. Cite examples from the materials.
F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic	Important Mathematical Ideas 1 2 3 4
expression for another, say which has the larger maximum. Note: Focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures 1 2 3 4
Se. 31 Linear 4.4 quadrotic 5.1 EtP	Mathematical Relationships 1 2 3 4
7.2 graded Ocad Forms	Summary / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
	Overall Rating
	1 2 3 4

Reviewed By:	

Title of Instructional	l Materials:
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Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentation of how the domain, cluster, and standard ar met. Cite examples from the materials.	e
F-BF.1b		_
1. Write a function that describes a relationship between two quantities.*	Important Mathematical Ideas	→
 Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and 	1 2 3 4	
relate these functions to the model.	Skills and Procedures	+
Note: Include all types of functions studied.	1 2 3 4	
Sec 5,4: # 4-8		
	Mathematical Relationships	•
Sec 13.7: # combining trig	1 2 3 4	,
have drawn to		
	Summary / Justification / Evidence	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Not many examples	
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	
	Overall Delice	
	Overall Rating	
	1 (2/3 4	

Reviewed By:		
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Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the			uster, and stan	dard are
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of	Important Mathematical Ideas	1	2	<u></u>	4
the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> Note: Include simple radical, rational, and exponential functions; emphasize common effect of	Skills and Procedures	(- () -	 →
each transformation across function types. 4,4-and p20951-4,6-3 1.5-53 fort p216 \$1,2,5,6-11 1.6 Absolute Value p 226 \$1,2,4,5,7-10 5.1 Exponential p257 \$11 7.6 Polymonial p427 \$6 5.7 Ration 2 p 202 \$6,-11 13.3 Transformation p763: 1,2,3-10 Indicate the chapter(s), section(s), and/or page(s) reviewed.	Mathematical Relationships Summary / Justification / E	↓ 1	2	3	;
	Portions of the domain, clu developed in the instruction			re missing or n	ot well
	Overall Rating	1	2	1 3	4

Title of Instructional Materials:

Important Mathematical Ideas

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

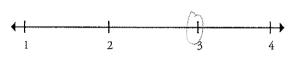
F-BF.4a

- 4. Find inverse functions.
 - a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2 x^3 \text{ or } f(x) = (x+1)/(x-1) \text{ for } x \neq 1$.

Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Skills and Procedures

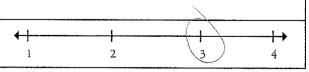


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Title of Instructional Materials: Ken Cuctiving

ALGEBRA II — FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

F-LE.4

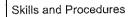
For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*

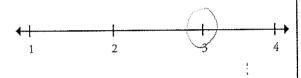
Note: Logarithms as solutions for exponentials.

Sec 5.4: Log Function: p290 (EX 1-7) 5.7: Properties of Logs (296(8x:1-10) 5.8: Applia Logo p 303:(1-10)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Important Mathematical Ideas



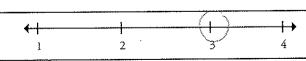


Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	

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-1111e	OI IBSD	ucuonai	iviaterial	IS:

Trigonometric Functions (F-TF)

Extend the domain of trigonometric functions using the unit circle.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.			dard are	
F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Important Mathematical Ideas	4	2	- f ₃	4
Sec 13,0 p744 2000	Skills and Procedures	1	2	(<u>1</u>)	4
	Mathematical Relationships	1	2	1 3	i
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instructio			re missing or n	ot well
	Overall Rating	(1	2		4

Title of Instructional Materials: Van Carrella (127)

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

F-TF.2

Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Sec 13, 1: trig functions 13.2: radion measure

P 754 : Exploration Circular Functions (Explains what the size grash will look like. Clase Geometer's Stretch pad)

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

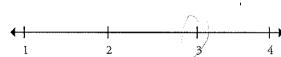
Important Mathematical Ideas



Skills and Procedures



Mathematical Relationships



Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):



Reviewed By:	

Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Model periodic phenomena with trigonometric functions. Summary and documentation of how the met. Cite examples from the materials.				ıster, and stanı	dard are
F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Important Mathematical Ideas	4 1	2	3	 →
Lesson 13,5 Use G.C. to look at more complicated models	Skills and Procedures	1	2	(1)	→ 4
13.3: Graph Size + (osize Eg. 5's as aske to Jesorias appear pro- and worked shift, p 763 ox 142	Mathematical Relationships	1		3	4
0763 30 152	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cluded developed in the instruction			e missing or no	ot well
	Overall Rating	 	2	1 3	4

Reviewed By:		
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Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Trigonometric Functions (F-TF)

Prove and apply trigonometric identities.	Summary and documentation met. Cite examples from the			ster, and stand	lard are
F-TF.8 Prove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.	Important Mathematical Ideas	1	2		4
Sec 13.6 p784 Investigation p785	Skills and Procedures	1		3	→ • 4
	Mathematical Relationships	1	2	- (1)	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction determine guadra	nal materia	als (if any):		ot well
	Overall Rating	1	1 2	3	4

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Title of Instructional Materials:	Title	of Instructional	Materials:	
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Interpreting Categorical and Quantitative Data (S-ID)

Summarize, represent, and interpret data on a single count or measurement variable.

Indicate the chapter(s), section(s), and/or page(s) reviewed.

Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.

S-ID.4

Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

Sec 11.2

11.3 p 637: Investigation EX:1-12

Skills and Procedures

Mathematical Relationships

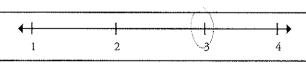
Important Mathematical Ideas

1 2

Summary / Justification / Evidence

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating



The Charles A. Dana Center

53

Reviewed By:			
Title of Instructional Materials:	120	No. 12 Constitution	1 24 .

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation met. Cite examples from the		domain, clu	ister, and stand	lard are
S-IC.1				7.0	
Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Important Mathematical Ideas	1	2	$-\frac{1}{3}$	4
Sec 11.1: Designing on experiment	Skills and Procedures	1	2	1 3	
	Mathematical Relationships	1	2	3	4
	Summary / Justification / Ev	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clust developed in the instruction			e missing or no	ot well
	Overall Rating	1	2	1 3	4

Reviewed By:	
Title of Instructional Materials:	

Making Inferences and Justifying Conclusions (S-IC)

Understand and evaluate random processes underlying statistical experiments.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
S-IC.2 Decide if a specified model is consistent with results from a given datagenerating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	Important Mathematical Ideas	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
Sec 10.1 gyp + The Rob. p553:1-15 10.4 p = 79: Investigation p 582:1-11	Skills and Procedures	$\begin{array}{c ccccccccccccccccccccccccccccccccccc$
P : Exploration: Lawoflerge Name	Mathematical Relationships	1 2 3 4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ev	vidence
	Portions of the domain, clus developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	← I I I I 1 2 3 4

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55

Reviewed By:	
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Title of Instructional Materials: Wey Carriculum

ALGEBRA II - STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
S-IC.3	Important Mathematical Ideas 👍		1 1			
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Important wathernatical roeas	1 2 3	4			
Sectle p 619: Investigation p620 EXA	Skills and Procedures	1 2 3	4			
PERT EXB	Mathematical Relationships 👍	+	- 			
p22: Ex: 1-6,8-10		1 2 3	4			
	Summary / Justification / Evide	ence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, cluste developed in the instructional	r, and standard that are missing or not w materials (if any):	ell			
	Overall Rating ←		→			

56

Reviewed By:	 <i>y</i>	
Title of Instructional Materials:		

Making Inferences and Justifying Conclusions (S-IC)

S-IC.4		Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
		Important Mathematical Ideas					
		Important Mathematical Ideas	1	2		4	
Sec 11.4	P648: ENB) Margin 15 ENDS	Skills and Procedures	- 				
	DEAR: 50 P - 10-10-10 - 1000		1	2	3	+	
	6 946: EX 1-12	Mathematical Relationships		1 2	- I	· · · · · · · · · · · · · · · · · · ·	
		Summary / Justification / E	vidence				
Indicate the chapte	er(s), section(s), and/or page(s) reviewed.						
		Portions of the domain, clu developed in the instruction			re missing or n	not well	
		Overall Rating		2	1		

Title of Instructional Materials: Key Curriculum

ALGEBRA II — STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Important Mathematical Ideas 1 2 3 4
Student explore results orb simulation models from	Skills and Procedures 1 2 3 4
Object of the solution of the	Mathematical Relationships 1
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Evidence
Chy 11	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
·	Overall Rating 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1

Title of Instructional Materials:

ALGEBRA II - STATISTICS AND PROBABILITY (S)

Making Inferences and Justifying Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys. Summary and documentation of how the domain, cluster, and standard are experiments, and observational studies. met. Cite examples from the materials. S-IC.6 Important Mathematical Ideas Evaluate reports based on data. Chall: Simpson's Paradox Project
p633 General Report based or data p 663 : Correlation Vs Causation toget Analyzing Doda - Might evaluate a report Skills and Procedures Mathematical Relationships See 11.6 Locat Spring Lines Popularion Summary / Justification / Evidence Indicate the chapter(s), section(s), and/or page(s) reviewed. Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): S's are evaluating finite, not reports

Reviewed By:	
Title of Instructional Materials:	Ken Curricultura

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions.	Summary and documentat met. Cite examples from the			uster, and stan	dard are
S-MD.6 (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Important Mathematical Ideas	← 1	2		
Note: Include more complex situations.					
Sec 10, 1 p Syq: Divestigation to 2 = 14/2 Randomness & Probability Ex 1-15	Skills and Procedures	1	2	3	4
10.4 Random Variables & Expected Value					:
8579: 1 Amongod to Ex 1-12	Mathematical Relationships	4-1		<u> </u>	
10.6 p 595 8XA p 600 8X 10, 13	·	1	2	3	4
	Summary / Justification / E	Evidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cludeveloped in the instruction			re missing or n	ot well
				<i>y</i> \	
	Overall Rating	1	1 2	3	4

Title of Instructional Materials:	

Using Probability to Make Decisions (S-MD)

Use probability to evaluate outcomes of decisions	Summary and documentati met. Cite examples from the			ster, and stand	ard are
S-MD.7 (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Important Mathematical Ideas	← 	2	(<u>t</u>)	
Note: Include more complex situations. 10,4; p 579: Investigation 10.7; p 604 EX B, EXC, EX: 1-16	Skills and Procedures	1	2	1	4
11.1: p622: 0x4.5.6 11.3: p640; 8x 7,11 11.4: p650; 8x 5-12	Mathematical Relationships	1	2	3	; }* 4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instructio			e missing or no	t well
	Overall Rating	(

Title of Instructional Materials: Discour Advanced Algeba They Corrication Pass

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

2.153-180 p-250-308

Summary/Justification/Evidence

This book has a let of fecus em "Preasoning" and checky to acid 185.173 Conche Since"

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

2. Reason abstractly and quantitatively.

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

3. Construct viable arguments and critique the reasoning of others.

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

Indicate the chapter(s), section(s), or page(s) reviewed.

p.153-180 0-250-308

Summary/Justification/Evidence

Students are continually asked to justify their reasons and explain their answers Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

4. Model with mathematics.

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

Indicate the chapter(s), section(s), or page(s) reviewed.

P. 153-180 P- 250-308 Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

modelling real-life is a general theme of this book



Reviewed By:	
Title of Instructional Materials:	

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

p. 153-180 p-250-308

Summary/Justification/Evidence

Students are given many "Inustigations" with data Collection - They are also directed to use graphing calculator in practice exercises Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



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Title of Instructional Materials:	

6. Attend to precision.

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

Indicate the chapter(s), section(s), or page(s) reviewed.

P-89-92 P-153-180 P-250-308

Summary/Justification/Evidence

p.89-92 strouts are given an exploration on this topic. This exercise seems to be propogated throughout the text.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):



Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

7. Look for and make use of structure.

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well remembered $7 \times 5 + 7 \times 3$, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2×7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

8.153-180 8-250-308

Summary/Justification/Evidence

each seeker was to have an investigation to develop and we patterns and structure to set up The lesson

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

8. Look for and express regularity in repeated reasoning.

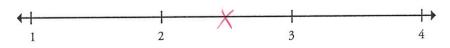
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (y-2)/(x-1) = 3. Noticing the regularity in the way terms cancel when expanding (x-1)(x+1), $(x-1)(x^2+x+1)$, and $(x-1)(x^3+x^2+x+1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Indicate the chapter(s), section(s), or page(s) reviewed.

Summary/Justification/Evidence

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Overall Rating



Reviewed By:	
Title of Instructional Materials	•

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.					ard are
N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.	Important Mathematical Ideas	1	2	×	3	4
	Skills and Procedures	1	2	X	3	4
	Mathematical Relationships	1	2		1 × 3	4
	Summary / Justification / Evid	dence				
Indicate the chapter(s), section(s), and/or page(s) reviewed.						
Chipter 7 Sect 5	Portions of the domain, clust developed in the instructiona			are missi	ing or no	t well
	Overall Rating ←	1	1 2	X	 3	4

Reviewed By:	
Title of Instructional Materials:	

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
N-CN.2	I was at a st Mathamatical Ideas				
Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Important Mathematical Ideas	1	2	3	4
Note: i² as highest power of i.					
	Skills and Procedures	(2	3	1
		1	2	3	7
	Mathematical Relationships	+		X	
		1	2	3	4
	Summary / Justification / E	vidence			
	mostly thru	student	exercise	S	
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapter 7 Sect 5	Portions of the domain, clu developed in the instruction			e missing or n	ot well
	Overall Rating	+		×	
		1	2	3	4

Reviewed By:	
Title of Instructional Materials:	

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation met. Cite examples from the	on of how the domain, cluster, and standard are e materials.
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions. Note: Polynomials with real coefficients.	Important Mathematical Ideas	1 2 3 4
	Skills and Procedures	1 2 3 4
	Mathematical Relationships	1 2 3 4
	Summary / Justification / E	vidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	1	
Ch.7 sect 5	developed in the instruction	ster, and standard that are missing or not well nal materials (if any):
	Overall Rating	↑

Reviewed By:		
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Title of Instructional Materials		

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and star met. Cite examples from the materials.				
N-CN.8	Important Mathematical Ideas	4 1	S., 1	1	1 4
(+) Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.	important mathematical rueas	1	2	3	4
Note: Polynomials with real coefficients.					
	Skills and Procedures		- 		
		1	2	3	4
	Mathematical Relationships	(->
		1	2	3	4
	Summary / Justification / Ex	17 on		metal to f	میک عدد.
Indicate the chapter(s), section(s), and/or page(s) reviewed.	relationships as ar	n jaw	s たられた		
CNO Sect 5	Portions of the domain, cluded developed in the instruction	nal mate	rials (if any):		ot well
	oblinhous hips and al	tudil t	o jour not de	in the per	
	Overall Rating	. 1	2	ı	

Reviewed By:	
Title of Instructional Materials:	

The Complex Number System (N-CN)

Use complex numbers in polynomial identities and equations.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.				
N-CN.9	1				
(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	Important Mathematical Ideas	1	2	3	4
Note: Polynomials with real coefficients.					
	Skills and Procedures	+ ->/			
		1	2	3	4
	Mathematical Relationships	4			
		1	2	3	4
	Summary / Justification / Ex	vidence	ne FT.	4 ,, 550m	
Indicate the chapter(s), section(s), and/or page(s) reviewed.	conjectures one m		,,,		
Sect 7.7	Portions of the domain, cludeveloped in the instruction			missing or n	ot well
	The FTA is not e.	ian Men	mined		
	Overall Rating	+	2	3	1 4

Reviewed By:	

Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build a function that models a relationship between two quantities.	Summary and documentati met. Cite examples from the		main, cluster,	and standard	d are
F-BF.1b1. Write a function that describes a relationship between two quantities.*	Important Mathematical Ideas	1	2	3	4
 b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model. Note: Include all types of functions studied. 	Skills and Procedures	(1	2	3	4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / En Met Mrn & Kamph B problems		plasm a	· N apply	
Sect 5.4-5.5 p. 275-286	Portions of the domain, clu developed in the instruction			sing or not w	/ell
	Overall Rating	 	2	3	4

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Reviewed By:	
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Title of Instructional Materials:	
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ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentati met. Cite examples from the		-	ter, and stand	lard are
F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of	Important Mathematical Ideas	1	2	3	4
k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i> Note: Include simple radical, rational, and exponential functions; emphasize common effect of	Skills and Procedures			——————————————————————————————————————	<
each transformation across function types.		1	2	3	4
	Mathematical Relationships	1	2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
Chapter 4 Pr 205-248	Portions of the domain, cludeveloped in the instruction The only mention in a section after	nal mater	rials (if any):		
	Overall Rating	 	2	1 × 3	4

Reviewed By:

Title of Instructional Materials:

ALGEBRA II — FUNCTIONS (F)

Building Functions (F-BF)

Build new functions from existing functions.	Summary and documentation met. Cite examples from the		domain, clus	ster, and stan	dard are
F-BF.4a	Important Mathematical Ideas				×
 4. Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) = 2 x³ or f(x) = (x+1)/(x-1) for x ≠ 1. 		1	2	3	4
Note: Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.	Skills and Procedures	1	2	3	× 4
	Mathematical Relationships	1	2	3	4
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / Ex Very well developed real - lite application	ed thru	inves toga	the and	
Section 5.5 p. 250 - 286	Portions of the domain, cluded developed in the instruction			missing or n	ot well
	Overall Rating	 	2		4

Reviewed By:	
·	
Title of Instructional Materials:	

ALGEBRA II -- FUNCTIONS (F)

Linear, Quadratic, and Exponential Models (F-LE)

Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documentati met. Cite examples from the			ter, and stand	iard are
F-LE.4 For exponential models, express as a logarithm the solution to $ab^a = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*	Important Mathematical Ideas	1	2	3	4
Note: Logarithms as solutions for exponentials.	Skills and Procedures	1	2	3	4
	Mathematical Relationships	1	1 × 2	3	4
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
P. 287-312	Portions of the domain, cludeveloped in the instruction (i) is only wind if if the sympan m ma man of the man	nal material h an e I problen	s (if any): yo leve ham a -/ binamiel		
	Overall Rating	1	2	3	

Instructional Materials **Analysis and Selection**

Phase 3: Assessing Content Alignment to the Common Core State Standards for Mathematics

Traditional Pathway for High School: Algebra II



Frontmatte

Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

This tool provides officators with a structured way to make informed decisions when selecting mathematics instructional materials. In particular, it can help you become more knowledgeable about the Common Core State Standards for Mathematics so you can select instructional materials aligned with these standards

This resource can also be used with the Duos Conies's larges 4-please instructional Materials Analysis and Selection noches: Phase 1: Sandying the Standards, Phase 2: Narrowing the Field of Instructional Materials, Phase 3: Assessing Subject-Area Content Migraness, and Phase 4: Assessing Vertical Migraness of That is, near-to-regions of retaining constructions assessment of the control of alignment of instructional materials to Indiana's Academic Standards for Mathematics

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Discovering Adv. Alg. Key Curriculum Press

Instructional Materials Analysis and Selection

Assessing Content Alignment to the Common Core State Standards for Mathematics

& quality of writing is great! However, the text assumes too much about students prior knowledge to be an effective book by itself w/
A project of the 5 upplemental materials, This would be
The Indiana Education Roundtable, The Indiana Department of Education, a great text for
The Charles A. Dana Center at The University of Texas at Austin

2010-2011

a High Ability class

Emoto atted

About the development of this resource

anal Materials Analysis and Selection: Assessing Content Alignment to the Common Care State Standards for Mathematics, draws on the This south material and appears and control of the was supported by the Charles A. Dana Center.

This resource consists of a set of 15 individual grade-level / course documents that span kindergarten through the third year of high school mathematics. There is a document for each grade from kindergarien through 8, and as documents for high school mathematics (one each for the three courses in the traditional high school pathway Algebra 1, Geometry, Algebra 11; and one each for the three courses in the traditional high school pathway Algebra 1, Geometry, Algebra 11; and one each for the three courses in the integrated high school pathway Mathematics II, and the school pathway Mathematics III, and the school pathway Mathematics III and the school pathway Mathematics II and the school pat natics III)." At the request of various states and other entities, the Dana Center has populated this Interactional Materials Analysis and Selection tool with standards from the Common Core State Standards for Mathematics for use by local districts in selecting instructional materials aligned with those standards.

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October 2010 release

We welcome your comments and suggestions for improvements—please send to dass-trakepolyallists ateras eds or the address in the copyright section above.

About the Charles A. Dana Center at The University of Texas at Austin

The Dana Center works to raise student achievement in K-16 mathematics and science, especially for historically underserved populations. We do so by providing direct service to school districts and institutions of higher education; to local, state, and national education leaders; and to agencies, nonprofits, and professional organizations concerned with strengthening American education.

The Center was founded in 1991 at The University of Texas at Austin. We carry out our work by supporting high standards and building system capacity; collaborating with key state and national organizations to address emerging issues, creating and delivering professional supports for educators and education leaders; and writing and publishing education resources, including student supports. Our staff of more than 60 has worked with dozons of school systems in nearly 20 states and with 90 percent of Texas's more than 1,000 school districts. We are committed to contring that the accident of where a child attends school does not limit the academic opportunities he or she can pursue.

For more information about our programs and resources, ace our homepage at www.utdanacenter.org. To access our resources (many of them free), ace our products index at www.utdanaccenter.org/products. And to learn more about our professional development—and sign up unline—go to www.uidanacenter.org/pd.

^{*} For the high school course sequences, we relied on the Common Care State Standards Machematics Appendix A: Designing High School Mathe Courses Based on the Common Core State Standards, developed for the CCSS initiative by Achieve, Inc., which convened and managed the Achieve Pathways

Acknowledgments

Unless otherwise noted, all staff listed here are affiliated with the Dens Conter.

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Our thank

We gratefully acknowledge the more than 100 school districts and thousands of educators who have informed the development of these resources.

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The Charles A. Duna Cestler

Introduction

Phase 1: Sindying the Standards

Phase 2: Narrowing the Field of Instructional Materials

Phase 3: Assessing Mathematical Content Alignment

The purpose of Phase 3: Assessing Mathematical Content Alignment is to determine the degree to which the materials are aligned to the standards (content and processes). In Phase 3, participants conduct am to-depth review of the 2-3 instructional materials selected in Phase 2. The Phase 3 process requires selection committee members to use set criteria in order to determine a rating for each sample, to cite examples to justify their score for each sample, and to document standards that are missing or not well-developed in the instructional materials examined.

Implementation

As a whole group, selection committee members should practice applying the Phase 3 rubric. The purpose of the whole group practice is to promote inter-inter-reliability and calibration.

In Phase 3 it is not important to analyze every page, section, or chapter of a resource. It is important to identify an area, topic, or big idea for the deep content analysis of Phase 3 (e.g. development of equivalent fractions, addition of whole numbers, development of proportionality...). The identified area, topic, or big idea will be used for all the instructional materials considered in Phase 3. The area, topic, or big idea can be identified through the use of student achievement data, carriculum priorities/challenges, or ideas that typically make up a greater portion of instruction in particular goads levels courses. In most cases, Phase 3 will identify the one resource that is best aligned.

Step-by-Step lastructions

- Use your current adoption to practice using the Phase 3 rubric. Select one big idea to focus your analysis (see note above for selecting the area, topic, or big idea).
- fidependently, committee members use their current resource, the identified hig idea (and associated pages in that resource), and the Place 3 rubric to score and document the extent to which the material (content and processes) aligns to the standards.
- In small groups, committee members share their scoring and justifications. Small groups come to consensus on how the current resource would score on this big idea.
- Each small group shares with the large group their score. Repeat the consensus building to generate a large group score on this big idea.
- 5. Clarify any misunderstandings about how to apply the rubric before committee members began to use Phase 3 rubric on the selected

Documenting Alignment to the CCSS for Mathematics: Standards for Mathematical Practice

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- 6. Based on the size of the selection committee, determine the number of areas, topics, or big ideas to be examined for each grade course. If the group size is large, more areas, topics, big ideas can be examined within each grade level course.
- Make sure committee members have multiple copies of the Phase 3 rubric.
- Committee members apply the Phase 3 rubite for each of the materials.
- Establish a time line for groups to complete and submit Phase 3 documentation.
- Establish a data collection and analysis process to attain a using for each resource.

Muerials and Supplies

- Phase 3: Assessing Mathematical Content Alignment black line master multiple copies per person
- Currently used instructional resource
- The 2 to 4 instructional materials selected in Phase 2

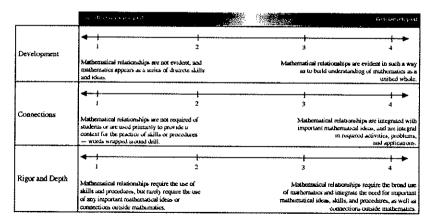
Phase 4: Assessing Vertical Alignment of Instructional Materials

Important Mathematical Ideas: Understanding the scoring

	grafficial, Descripted	Contracting Contra
	1 2	3 4
Development	Important mathematical ideas are alluded to amply or are missing, approached printarity from a skill level, or provided for students outside any context.	Important mathematicat ideas are evide conceptually developed, and emerge within i concert for feel world examples, interesting problem application studious, or workstain into adjustic
Connections	1 2	3 4
Connections	Important mathematical ideas are developed independently of each other (i.e., they are discrete, independent ideas).	Important mathematical ideas are developed expanding and connecting to other importa mathematical ideas in such a way as to bu understanding of mathematics as a trainful who
	1 2	3 4
Rigar and Depth	Important mathematical ideas are applied in rotatine problems or in tuning formulated procedures, and are extended in separate / optional problems.	Important mathematical ideas are applied a extended in novel situations or embedded in it content, requiring the extension of imports mathematical ideas and the use mathematical ideas and the use mathematical ideas and the use mathematical ideas and the use mathematical ideas in a property of the mathematical ideas are mathematical ideas in a property of mathematical i

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Mathematical Relationships: Understanding the scoring



Skills and Procedures: Understanding the scoring

	Superficially (2000) good			Well Developed
	1 2		3	+
Development	Skills and procedures are the primary focus, ar- des cloped without conceptual understanding, and are loosely connected to important mathematical ideas — important mathematical aleas are adjunct.		nudicous	procedures are integrated with important call ideas and are presented as important in applying and understanding important mathematical ideas.
Connections	Skills and procedures are treated as discrete skills rarely connected to unportent methorismit ideas or other skills and procedures.	ad a	3	Skills and procedures are integrated with—and consistently connected in—important mothernated about and other
	2		3	Skills and precedures
Rigor and Depth	Skills and procedures are practiced without conceptual understanding outside any context, do not require the use of important mathematical ideas, and are primarily practiced in rote exercises and drill			Skills and procedures are entical to dication and understanding of important authentical ideas, and are embedded in problem attautions

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ocumenting Alignment to the	Title of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway nather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitors and evaluate their progress and change connect if necessary into its solution. They monitors and evaluate their progress and change connect if necessary limits, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing culculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concerte objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense!" They can understant the approaches of others its origina completes problems and identify correspondences between different approaches.

good explanations of examples

Indicase the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

y/]antification/Evidence On

Overall Sacting

Reason abstractly and quantitatively.			
Mathematically proficient students make sense of quantities an on problems involving quantitative relationships: the obility to the representing symbols as if they have a life of their own, will needed during the manipulation process in order to probe into coherent representation of the problem at hand, considering the knowing and flexibly using different properties of operations as	decontextualize—to abstract a given situation and repre- loud necessarily attending to their referents—and the ab- be referents for the symbols involved, Quantitative reas- mits involved; attending to the meaning of questities,	sent it symbolically and ma ility to contextualize, to pu oning entails habits of creat	nipulate use as ing a
dicase the chapter(s), section(s), or page(s) reviewed.	Portions of the machematical practice that are to instructional materials (If any):	slating or not well developed	a the
,			
iummary/Justification/Evidence	Overall Rating		
	1 2	3	+
Charles A. Dana Center			
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ocumenting Alignment to the andards for Mathematical Practice	•		
andards for Mathematical Practice Model with mathematics.	Title of Instructional Materials:		
andards for Mathematical Practice	Title of Instructional Materials: they know to solve problems arising in everyday life, so to describe a situation. In middle grades, a student might high school, a student might use geometry to solve a deathermatically proficient students who can apply what the attoo, realizing that these may need revision later. They ing much tools as diagrams, two-way tables, graphs, flows. They routinely interpret their mathematical results in it.	it apply proportional reason usign problem or use a func- ey know are comfortable in are able to identify imports wharts and formulas. They	ing to tion seking sol can
andards for Mathematical Practice Model with mathematics. Mathematically proficient students can apply the mathematics grades, this might be as simple as writing an addition equation plan a school event or analyze a problem in the community. By to describe how one quantity of interest depends on another. M assumptions and approximations to simplify a complicated site quantities in a practical situation and may their relationships in analy as those relationships in mathematically to draw conclusion.	Title of Instructional Materials: they know to solve problems arising in everyday life, so to describe a situation. In middle grades, a student might high school, a student might use geometry to solve a deathermatically proficient students who can apply what the attoo, realizing that these may need revision later. They ing much tools as diagrams, two-way tables, graphs, flows. They routinely interpret their mathematical results in it.	it apply proportional reason usign problem or use a func- ey know are comfortable in are able to identify imports wharts and formulas. They	ing to tion seking sol can
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andards for Mathematical Practice Model with mathematics. Mathematically proficient students can apply the mathematics grades, this might be as simple as writing an addition equation plan a school event or analyze a problem in the community. But describe how one quantity of interest depends on another. Measumptions and approximations to simplify a complicated sit quantities in a practical situation and map their relationships in smally at those relationships are mathematically to draw conclusion rellect on whether the results make sense, possibly improving the confidence of the depart of the property of the confidence of the confide	Title of Instructional Materials: they know to solve problems arising in everyday life, so to describe a situation. In middle grades, a student might use geometry to solve a dathematically proficient students who can apply what the attorn, realizing that these may need revision later. They ing mach tooks as dingrams, two-way tables, graphs, flow if hey routinely instruct their madhematical results in the model if it has not served its purpose. Portions of the teachersactical practice that are a insuractional masorials (if any):	it apply proportional reason assign problem or me a func- ncy know are comfortable in are able to identify unports recharts and formules. They the content of the aituation	ing to tion saking sal can and

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Title of Instructional Materials:

Documenting Alignment to the Standards for Mathematical Practice

3. Construct viable arguments and critique the reasoning of others.

3. Col Back! Yielde eligatiens and chaque the reasoning of outers	
make conjectures and build a logical progression of statements to explore them into cases, and can recognize and use consumerationles. They justify of others. They reason inductively about data, making plausible urguments proficient students are also able to courper the effectiveness of two plausi and—if there is a flaw in an organizat—explain what it is. Elementary statingerims, and actions. Such arguments can make sense and be correct, even	ts at all grades can listen or read the arguments of others, decide whether they
Inducate the chapter(s), soction(s), we page(s) reviewed.	Portions of the nathernatical practice that are raiseing or not well developed in the inserucciousal manterials (if any):
Sustainmenty/Justification/Evidence	Overall Rating
	1 2 3 4

Title of Instructional Materials:

The Charles A. Duna Center

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cumenting Alignment to the	Title of Instructional Materials:	

Standards for Mathematical Practice

5. Use appropriate tools strategically.

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a comparer algebra system, a statistical package, or dynamic geometry software. Producent models are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students onalyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When mathing mathematical models, they know that technology can enable them to visualize the result of varying assumptions, explore consequences, and compare productions with data. Mathematically proficient students at varyous grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use to-knological tools to explore and deepen their understanding of concepts.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that we missing or not well developed in the interactional numericals (if any):

Summary/Justification/Evidence

Overall Rating

Documenting Augnment to the Standards for Mathematical Practice	Tide of Instructional Materials:
6. Attend to precision.	WALL THE
reasoning. They state the meaning of the symbols they choose, specifying units of measure, and labeling axes to clarify the co- express numerical answers with a degree of precision appropri	ely to others. They try to use clear definitions in discussion with others and in their own including using the equal sign consistently and appropriately. They are careful about arrespondence with quantities in a problem. They calculate accurately and efficiently, has for the problem context. In the elementary grades, account give carefully formulated they have learned to examine claims and make explicit use of definitions.
ladicase the chapter(s), section(s), or page(s) reviewed.	Portions of the matchematical practice that are radasing or not well developed in the instructional materials (if any):
	indicated and the second of th
Survey/Justification/Evidence	Overall Rating
	1 2 3
	Reviewed By:
Documenting Alignment to the Standards for Mathematical Practice	Tide of Instructional Materials;
8. Look for and express regularity in repeated reasoning.	
might notice when dividing 25 by 11 that they are repeating the paying attention to the calculation of slope as they repeatedly caboriest the equation $(y - 2)(x - 1) = 3$. Noticing the regularity $(x - 1)(x^2 + x^2 + x + 1)$ might lead them to the general formula	peated, and look both for general methods and for shortcuts. Upper elementary students ϵ same calculations over and over again, and conclude they have a repeating decimal. B) thou whether points are on the line through $(1,2)$ with alope 3, middle school students might in the way terms cancel when expanding $(x-1)(x+1)$, $(x-1)(x^2+x+1)$, and for the sum of a geometric series. As they work to solve a problem, malticulatically ending to the details. They continually evaluate the reasonableness of their intermediate
In dicase the chapter(s), section(s), or page(s) reviewed.	Poetions of the machinestical practice shot are selecting or not well developed in the instructional materials (if any):
Summary/Justification/Evidence	Overall Racing

The Charles A. Dana Center

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Re	eviewed By:	
Ti	itle of Instructional Materials:	

Documenting Alignment to the Standards for Mathematical Practice

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Mathematically proficient students look closely to discorn a pottern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7×8 equals the well permethered $7 \times 5 - 7 \times 3$, in preparation for learning about the distributive proxy. In the expression $x^2 + 9 \times 14$, other students can see the 14 ox 2×7 and the 9 as 2×7 . They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some nigobacic expressions, as angle objects or as being composed of a weveral objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value example be more than 5 for any real numbers x and y.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating			
•			→
1	2	3	•

The Charles A. Dana Cepter

Reviewed By:	
Title of Instructional Materials:	

ALGEBRA II - NUMBER AND QUANTITY (N)

The Complex Number System (N-CN)

Perform arithmetic operations with complex numbers.	Summary and documentation met. Cite examples from the		e domain, clu	ster, and star	dard are	V
N-CN.1 Know there is a complex number <i>i</i> such that $P=-1$, and every complex number has the form $a+bi$ with a and b real.	important Mathematical Ideas	(2	3	#] `
Very nize tierins was	Sixts and Procedures	1	2	3	1-1-1-1	
visuals & explaination	Mathematical Relationships	(2	3		
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N-CN2	Important Mathematical Ideas	/* }	N-CN.7 Solve quadratic equations with real coefficients that have complex solu-	Important Mathematical ideas
Use the relation $P = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	i	2 3 (4)	Note: Polynomials with real coefficients.	1. (1/11/2)
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iplication; add, subtract, and multiply polynomials.	
Beyond quadratic	Skills and Procedures
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ithmetic with Polynomials and Rational Expressions (A-APR) Indentiand the relationship between zeros and factors of polynomials.	Summary and documentation of how the domain, cluster, and standard an
APR 2	met. Cite examples from the méterials.
(now and apply the Remainder Theorem: For a polynomial $\rho(x)$ and a number a , the remainder on division by $x-a$ is $\rho(a)$, so $\rho(a) = 0$ if and only if $x-a$ is a factor of $\rho(x)$.	Important Mathematical Ideas
V . / A	Stalls and Procedures
MA	Methamatical Relationships
	Summary / Justification / Evidence
indicate the chapter(s), section(s), and/or page(s) reviewed.	<u></u>
	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):
Ch7	
	Overall Rating
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R T	eviewed By: fule of Instructional Materials:
R Т LGEBRA II — ALGEBRA (A)	eviewed By: (tile of Instructional Materials:
R T U.GEBRA II — ALGEBRA (A) Hithmetic with Polynomials and Rational Expressions (A-APR)	eviewed By:
R LGEBRA II — ALGEBRA (A) Infitrinstic with Polynomials and Rational Expressions (A-APR) Use polynomial identities to solve problems. A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x² + y²)² = (x² - y²)² + (2xy² can be used	eviewed By: (itle of Instructional Materials: Burnmary and documentation of how the domain, cluster, and standard a rest. Cite examples from the olderials.
R LGEBRA II — ALGEBRA (A) rithtrastic with Polynomials and Rational Expressions (A-APR) Use polynomial identities to solve problems. A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x² + y²)² = (x² - y²)² + (2xy² can be used	eviewed By: (itle of Instructional Materials: Burnmary and documentation of how the domain, cluster, and standard a rest. Cite examples from the olderials.
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R LGEBRA II — ALGEBRA (A) Infitrimetic with Polynomials and Rational Expressions (A-APR) Use polynomial identities to solve problems. A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x² + y²)² = (x² - y²)² + (2xy² can be used	Burmary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials. Skills and Procedures Mathematical Relationships
	Burnmary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials. Skills and Procedures Mathematical Relationships 1 2 3 Mathematical Relationships 1 2 3
T LIGEBRA II — ALGEBRA (A) Inhithmetic with Polynomials and Rational Expressions (A-APR) Use polynomial identities to solve problems. A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x² + y²)² = (x² - y²)² + (2xy)² can be used to generate Pythagorean triples.	Burnmary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials. Skills and Procedures Mathematical Relationships 1 2 3 Mathematical Relationships 1 2 3

	Reviewed By:		Positional D.
	Title of Instructional Materials:		Reviewed By.
ALGEBRA 8 ALGEBRA (A) Seeing Structure in Expressions (A-SSE)		ALGEBRA II — ALGEBRA (A)	Title of Instructional Materials:
Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are	Seeing Structure in Expressions (A-SSE)	
A-SSE-1a	met. Cita examples from the materials.	Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.
Interpret expressions that represent a quantity in terms of its context.* Interpret parts of an expression, such as terms, factors, and	Important Mathematical Ideas	A-SSE-1b 1. Interpret expressions that represent a quantity in terms of its context* b. Interpret complicated expressions by viewing one or more of their	Important Mathematical Ideas
Non Polymonal and resonal Vista and discussion	Skills and Procedures	parts as a single entity. For example, interpret P(1+r)* as the product of P and a factor not depending on P. Note: Polynomia and retorial.	Skills and Procedures
as to why a degree of	Mathernatical Relationships	Text draws student por atth to how if you diffe	Mathematical Relationships
Very good discussion as to why a degree of a polynemial behaves like	Summary / Justification / Evidence	forms, then student at	Suramery / Justification / Evidence
Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	indicate the chapter(s), section(s), and/or page(s) reviewed.	Posting of the decision of the
7-1	and the statute contains contains (in any):	7 1	Portions of the domain, classer, and standard that are missing or not well developed in the instructional materials (if any):
<i>J</i> 1	Overall Rasing	1-2	Overall Rating
Fig. Chailes A. Duna Center	19	The Charles A. Deuta Center	
	Reviewed By: Title of Instructional Materials:		Reviewed By: Title of Instructional Materials:
Beeing Structure in Expressions (A-SSE)		ALGEBRA # ALGEBRA (A)	
interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.	Seeing Structure in Expressions (A-SSE)	19
A-SSE.2		Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cits examples from the meterials.
Use the structure of an expression to identify ways to rewrite it. For example, so $a^2 - y^2 \approx (x^2)^2 - (y)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$. Note, Polynomia and pisonis	Important Mathematical Ideas	A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*	Important Mathematical Ideas
Not addressed	Skills and Procedures		Sixifs and Procedures
(03) 200 . 300	Mathematical Relebonstore	Gaussian formula, but	Mathernatical Reisbonships
indicate the chapterful section(s) and/or panels minuted	Summary / Justification / Evidence	general derivation is off	Summary / Justification / Evidence
nnicase the chapter(s), section(s), and/or page(s) reviewed.		indicate the chapter(s), section(s), and/or page(s) reviewed.	
Ch7	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):	9-1	Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any);
	Overall Rating		Overall Rating
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	Title of Instructional Materia	l s :			·
ALGEBRA II — ALGEBRA (A) Arithmetic with Polynomials and Rational Expressions (A-APR)					
Use polynomial identities to solve problems.	Summary and documental met. Cite examples from ti	on of how	the domain, ca	rster, and sten	dard are
A-APR.5			-		
(*) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.	important Mathematical Ideas	1	2	3	i) 4
	Skills and Procedures	1	2	3	+
	Mathemetical Relationships	+	2	3	
The Bhonnai Theorem can be proved by methemistical induction or by a combinational argument. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			
Arithmetic with Polymomials and Rational Expressions (A-APR) Use polymomial identities to solve problems. A-APR.5 (+) Know and apply the Binomial Theorem for the expansion of (x + y)* in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.* 1 The Binomial Theorem can be proved by mathematical extudeon or by a combinational algorithm. Indicate the chapter(s), section(s), and/or page(s) reviewed.	Portions of the domain, clu developed in the instruction	nal materia	lar (if arry):		
	Overall Rating				
		1	2		+
The Charles A. Darke Center					27
¥	Reviewed By:				
T N. GEBRA II ALGEBRA (A)	fitte of Instructional Materials	·			
crithmatic with Polynomials and Rational Expressions (A-APR)					
Rewrite rational expressions.	Summary and documentation	n of how th	te domain, clus	ter, and stand	ard are
A-APR.7	met. Cite examples from the	materials.			
(*) Understand that retional expressions form a system anaiogous to the rational numbers, doesd under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Important Mathematical Ideas	+	2	3	→
Mote. Larseur and qualidratic demonstrations	Skills and Procedures		2		 }

Rewrite rational expressions.	Summary and documentation of the communication of t	on of how the	e domain, clus	ter, and stand	lard are
A-APR.7	Important Mathematical Ideas	4			
(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.		1	2	3	•
Note: Lunear and quadratic denominations	Skills and Procedures	(2	3	1
	Mathemetical Relationships	♦ -	 2	3	
	Summary / Justification / Ev	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction	ter, and stan al materials	idard that are n (if any):	nissing or no	t well
	Overall Rating 4		1 2	1 3	++

	developed in the ins	structional mater	izis (if any):	ne massing of	not well
	Overall Rating	+ 1	1 2		
e Charles A. Dema Center					29

Reviewed By	
Title of Instructional Maranials	

ALGEBRA II --- ALGEBRA (A)

Rewrite rational expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.					
A-APR.S	Important Mathematical Ideas	7 1/				
Rewrite aktiple rational expressions in different forms; write $a(x) D(x)$ in the form $q(x) = r(x) D(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.	In your and manner caucat suggest	1	2	3	 -i	
Note: Limear and quadratic denormatics,	Skills and Procedures	← f	2	3		
	Mathematical Reletionships	 		5	 	
:	Summary / Justification / Ev	ridence				
ndicate the chapter(s), section(s), and/or page(s) reviewed.						
	Portions of the domain, clus developed in the instruction	ster, and str al material	endard that are s (if any):	missing or no	e llew f	
	Overall Rating			1		
		i	2	3	4	

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Title of Instructional Materials:	

ALGEBRA II - ALGEBRA (A)

Creating Equations (A-CED)

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Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard met. Cite examples from the materials.				
A-CED.1					
Create equations and inequalities in one variable and use them to solve	important Mathematical ideas	+			
problems, include equations arising from linear and quadratic functions, and sumple rational and exponential functions."		ı	2	3	•
Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures				
	Skirs and Procedures	4			
		1	2	3	•
	Mathemetical Relationships	41			
	,	1	2	3	4
	Summery / Justification / E	ividence			
Indicate the chapter(s), saction(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction	ister, and sta rial material	endard that are s (if any):	missing or no	llaw to
	Overali Rating	+	-		
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	Title of Instructional Materials	S:			
LGEBRA II ALGEBRA (A)					_
eating Equations (A-CED)	Summary and documentati	on of how #	a domain clus	ter and stand	lant are
reate equations that describe numbers or relationships.	met. Cite examples from the		M (ACAIMAI), CAMA		
-CED.2	Important Mathematical Ideas	+			_ ,
reste equations in two or more variables to represent relationships between	n	1	2	3	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \
quantities; graph equations on coordinate axes with labels and actiles." tos: Equations using at available types of expressions, including emple root functions.					
, , , , , , , , , , , , , , , , , , ,	Skills and Procedures	4.1	1	i	
		3	2	3	4
	Mathematical Relationships			1	
	Madientance Polenomers	1	2	3	
		•	•		
	Summary / Justification / E	uldanca			
	CONTRACT OF STREET				
ndicate the chapter(s), section(s), and/or page(s) reviewed.					
and the same and t		····			
	Portions of the domain, clu developed in the instruction	ster, and str nal material:	endard that are s (if agy):	missing of no	Rew X
					- 1
	Overall Rating	+1		1	
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se Charles A. Dana Center					31
	Reviewed By:				31
	Reviewed By: Title of Instructional Material	\$:			31
.GEBRA 11 ALGEBRA (A)	·	s :			31
LGEBRA II ALGEBRA (A) vasting Equations (A-CED)	Title of Instructional Material	ion of how t	he domain, clus	ster, and stan	
LGEBRA II ALGEBRA (A) vasting Equations (A-CED) reate equations that describe numbers or relationships.	Title of Instructional Material	ion of how t	he domain, clus	ster, and stand	
LGEBRA II ALGEBRA (A) vasting Equations (A-CED) reste equations that describe numbers or relationships. A-CED.4	Title of Instructional Material	ion of how to	he domain, clus		fard are
GEBRA II ALGEBRA (A) sating Equations (A-CED) rests equations that describe numbers or relationships	Title of Instructional Material Summary and documentat met. Cite examples from the	ion of how to a materials.	he domain, clus	ster, end stand	dard are
GEBRA II — ALGEBRA (A) sating Equations (A-CED) reate equations that describe numbers or relationshipsCED.4 carrange formulas to highlight a quantity of interest, using the same backring as in solving equations. For example, rearrange Ohm's law = IR to highlight resistance R*	Title of Instructional Material Summary and documentat met. Cite examples from the	ion of how to meterials.	he domain, clus		fard are
GEBRA II — ALGEBRA (A) sating Equations (A-CED) reate equations that describe numbers or relationshipsCED.4 carrange formulas to highlight a quantity of interest, using the same backring as in solving equations. For example, rearrange Ohm's law = IR to highlight resistance R*	Title of Instructional Material Summary and documentat met. Cite examples from the	ion of how to meterials.	he domain, clus		fard are
GEBRA II — ALGEBRA (A) sating Equations (A-CED) reate equations that describe numbers or relationshipsCED.4 carrange formulas to highlight a quantity of interest, using the same backring as in solving equations. For example, rearrange Ohm's law = IR to highlight resistance R*	Title of Instructional Material Summary and documentationst. Gits examples from the important Mathematical ideas	ion of how to meterials.	he domain, clus		dard are
GEBRA II — ALGEBRA (A) sating Equations (A-CED) reste equations that describe numbers or relationships. I-CED.4 tearrange formulas to highlight a quantity of interest, using the same pascring as in solving equations. For example, rearrange Ohm's law = IR to highlight resistance R*	Title of Instructional Material Summary and documentationst. Gits examples from the important Mathematical ideas	ion of how to meterials.	he domain, cks	3	dard are
GEBRA II — ALGEBRA (A) sating Equations (A-CED) reate equations that describe numbers or relationshipsCED.4 carrange formulas to highlight a quantity of interest, using the same backring as in solving equations. For example, rearrange Ohm's law = IR to highlight resistance R*	Title of Instructional Material Summary and documentationst. Gits examples from the important Mathematical ideas	ion of how to meterials.	he domain, cks	3	dard are
GEBRA II — ALGEBRA (A) using Equations (A-CED) vaste equations that describe numbers or relationships. CED.4 carrange formulas to highlight a quantity of interest, using the same asoning as in solving equations. For example, rearrange Ohm's law = IR to highlight essistance R *	Title of Instructional Material Summary and documentat met. Cite examples from th important Mathematical Ideas Skits and Procedures	ion of how to materials.	he domain, cks	3	dard are
GEBRA II — ALGEBRA (A) using Equations (A-CED) reate equations that describe numbers or relationships. CED.4 carrange formulas to highlight a quantity of interest, using the same asoning as in solving equations. For example, rearrange Ohm's law = R to highlight resistance R *	Title of Instructional Material Summary and documentat met. Cite examples from th important Mathematical Ideas Skits and Procedures	ion of how to emeterials.	he domain, clus	3	dard are
GEBRA II — ALGEBRA (A) using Equations (A-CED) reate equations that describe numbers or relationships. CED.4 carrange formulas to highlight a quantity of interest, using the same asoning as in solving equations. For example, rearrange Ohm's law = R to highlight resistance R *	Title of Instructional Material Summary and documentat met. Cite examples from th important Mathematical Ideas Skits and Procedures	ion of how to materials.	he domain, clus	3	dard are
GEBRA II — ALGEBRA (A) using Equations (A-CED) reate equations that describe numbers or relationships. CED.4 carrange formulas to highlight a quantity of interest, using the same asoning as in solving equations. For example, rearrange Ohm's law = R to highlight resistance R *	Title of Instructional Material Summary and documentat met. Cite examples from th important Mathematical ideas Skifts and Procedures Mathematical Relationships	ion of how to materials.	he domain, clus	3	dard are
GEBRA II — ALGEBRA (A) sating Equations (A-CED) reste equations that describe numbers or relationships. A-CED.4 tearrange formulas to highlight a quantity of interest, using the same essoring as in solving equations. For example, rearrange Ohm's law = IR to highlight resistance R* oter Equations using as wishable tipse of supressors, brokiding emple and functions.	Title of Instructional Material Summary and documentat met. Cite examples from th important Mathematical ideas Skifts and Procedures Mathematical Relationships	ion of how to materials.	he domain, clus	3	dard are
	Title of Instructional Material Summary and documentate that. Gits examples from the important Mathematical Kleas Skifts and Procedures Mathematical Relationships Surremery / Justification / E	ion of how to materials.	the doorsin, clus	3	dard are
LGEBRA II — ALGEBRA (A) reating Equations (A-CED) Create equations that describe numbers or relationships. N-CED.4 Rearrange formulae to highlight a quantity of interest, using the same easoning as in solving equations. For arample, rearrange Ohm's law or 1 if to highlight resistance R * If to highlight resistance R * Index Equations using all available types of expressions, including emple and functions.	Title of Instructional Material Summary and documentat met. Cite examples from th important Mathematical ideas Skifts and Procedures Mathematical Relationships	ion of how to materials.	2 2 2 andard that are	3	dard are
GEBRA II — ALGEBRA (A) wating Equations (A-CED) reate equations that describe numbers or relationships. N-CED.4 Rearrange formulas to highlight a quantity of interest, using the same easoning as in solving equations. For example, rearrange Ohm's law 1 = IR to highlight resistance R* tolar Equations using all evisible tipes of supressors, including emple sed functions.	Summary and documentatimet. Gite examples from the important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E	ion of how to materials.	2 2 2 andard that are	3	dard are
LGEBRA II — ALGEBRA (A) resting Equations (A-CED) Create equations that describe numbers or relationships. N-CED.4 Rearrange formulas to highlight a quantity of interest, using the same easoning as in solving equations. For arample, rearrange Ohm's law /= IR to highlight resistance R* loter Equations using all probable tipes of supressors, including emple sed functions.	Summary and documentatimet. Gite examples from the important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E	ion of how to materials.	2 2 2 andard that are	3	dard are
LGEBRA II — ALGEBRA (A) resting Equations (A-CED) Create equations that describe numbers or relationships. N-CED.4 Rearrange formulas to highlight a quantity of interest, using the same easoning as in solving equations. For arample, rearrange Ohm's law /= IR to highlight resistance R* loter Equations using all probable tipes of supressors, including emple sed functions.	Summary and documentatimet. Gite examples from the important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E	ion of how to materials.	2 2 2 andard that are	3	dard are

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	Title of Instructional Materia	ls:			
ALGEBRA II ALGEBRA (A)					
Creating Equations (A-CED)					, , , , , , , , , , , , , , , , , , ,
Create equations that describe numbers or relationships.	Summary and documental met. Cite examples from the	ion of how ! se materials	he domain, clu	ster, and stan	dard are
A-CED.3	Important Mathematical Ideas	. 41			
Represent constraints by equations or mequalities, and by systems of	1	-	2	3	4
options in a modeling context. For exemple, represent inequalities describing	7g				
Note: Equations using all available types of expressions, including simple root functions.	Skills and Procedures	++	+		- +
	1	ı	2	3	4
Create equations that describe numbers or relationships. A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-options in a modeling context. For example, represent snequalities des mantenaria and cost constraints on combinations of different foods.					
	Mathematical Relationships	+			++
		1	2	3	4
	Summery / Justification / I	Evidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cl developed in the instruction			missing or n	ot well
	Overall Rating				
	J.C. C. Colony	+	2		}
The Charles A. Dana Censer					32
	Reviewed By:				
	Title of Instructional Materia	ls:			
ALGEBRA II — ALGEBRA (A)					
Reasoning with Equations and Inequalities (A-REI) Understand solving equations as a process of reasoning and explain	Summary and documental	ion of how t	he domain, clu	ster, and step	dard are
the masoning.	met. Cite examples from the	e materials			
A-REI.2	Important Mathematical Ideas	++		1	
Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.		1	2	3	4
Note, Symple reducal and rational.					
	Skills and Procedures	+1			+
		i	2	3	4
	ľ				
	Mathematical Relationships	• +			++
		3	2	3	4
	Summary / Justification / I	Evidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, of developed in the instruction	uster, and si onal materia	landard that an is (if any):	missing or n	ot well

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Overall Rating

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	Title of Instructional Materia	ds:			
ALGEBRA II ALGEBRA (A)			· ·····		
Reasoning with Equations and Inequalities (A-REI)					
Represent and solve equations and inequalities graphically.	Summary and documents met. Cits examples from to	tion of how be material:	the domain, ck	ster, and ster	idard are
A-REI.11					
Explain why the x-coordinates of the points where the graphs of the	important Mathematical Ideas	4.1		 	
equations $y = t(x)$ and $y = g(x)$ intersect are the solutions of the equation $t(x) = g(x)$; find the solutions approximately, e.g., using technology to graph		ι	2	3	4
the functions, make tables of values, or first successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute	.				
value, exponential, and logarithmic functions."	Skills and Procedures	++			
Note: Combine polynomial, rational, redical, absolute value, and exponential functions.		1	2	3	4
	Mathematical Relationships	++			
		l	2	3	4
	Suranery / Justification / E	vidence			
Indicate the chapterful section(s) and in annual accordance					
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, ck	ster, and s	andard that are	missing or n	ot well
	developed in the instruction	nsi materia	is (if any):		
	Overall Rating	4.7			
		++	2	3	
					
ac Charles A. Dania Center					35
1	Reviewed By:				
	Title of Instructional Materials	ς.			
GEBRA II — FUNCTIONS (F)					
terpreting Functions (F-IF)					
sterpret functions that arise in applications in terms of the context.	Summery and documentationst. Cite examples from the	on of how t	he domain, clus	ter, and stand	lard are
4F.6		I I I I I I I I I I I I I I I I I I I			
totate the domain of a function to its graph and, where applicable, to the	Important Mathematical Ideas	+		+	++
uartitative relationship it describes. For exemple, if the function h(n) gives ne number of person-hours it takes to assemble n engines in a factory, then		1	2	3	4
re positive integers would be an appropriate domain for the function.*					
ote: Emphasize selection of appropriate models.	Skills and Procedures	4-1			++
		1	ì	3	4
	Mathemetical Relationships	++		-	
		1	2	3	4
	Summery / Justification / Ev	idence			
dicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus	dar, god et	oded the	niceine	
	developed in the instruction	al materials	(If any):		

Overzii Rating

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	Title of Instructional Materia	te.			
LGEBRA H — FUNCTIONS (F)	VI MARIO NE HOUSE IN CASE				
nterpreting Functions (F-IF)					
Interpret functions that arise in applications in terms of the context.	Summary and documental	ion of how	the domain, clu	ster, and star	dard are
F-IF-A	met. Cite examples from the	ve material	<u>s.</u>		
For a function that models a relationship between two quantities, interpret	Important Mathematical Ideas	++			
key features of graphs and tables in terms of the quantities, and sketch		í	3		4
graphs showing key features given a verbal description of the relationable. Key features include: intercepts, intervals where the function is increasing,					
decreasing, positive, or negative, relative maximums and minimums,	Skits and Procedures	4.1			1.
symmetries; end behavior; and penodicity." Note: Include rational, square not and cube root, emphasize selection of appropriate impdate.		1	2	3	
The state of the s					
	Mathematical Relationships				
	11	•	2	- ا	,
		•	-	•	•
	Summary / Justification / E	vidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, cit	ster, and s	tandard that are	missing or n	ot well
	developed in the instructio	nai meteria	is (if any):		
	Overall Rating	+ 			- i +
		- I	2	3	4
	Suite at Bu				
	Reviewed By:				
	Title of Instructional Material	s:			
LGEBRA II — FUNCTIONS (F)					
terpreting Functions (F-IF)					
nterpret functions that arise in applications in terms of the context.	Summary and documentation	on of how	the domain, clus	ter, and stant	iard are
F-4F-&	met. Cite examples from the	• materials	•		
Calculate and interpret the average rate of change of a function (presented	Important Methematical ideas	++			-++
symbolically or as a table) over a specified interval. Estimate the rate of		1	2	3	4
hange from a graph.* lote: Emphasize selection of appropriate models.					
Limprature serection or appropriate models.	Skills and Procedures	4.1	1		
		1	2	3	
				•	•
	Mathemetical Relationships				
	The state of the s	+	7	3	+
		•	2	,	•
	Summary / Justification / E	idence			
addresses when the control of the co					
ndicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus	ster, and st	andard that are	missing or no	(well
	developed in the instruction	al material	s (if any):		
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	Overall Rating				
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R	leviewed By:				
1	itle of instructional Materials	:			
GEBRA II FUNCTIONS (F) expreting Functions (F-4F)					
nalyza functions using different representations.	Summary and documentation met. Cite examples from the	on of how the	e domain, ciu	ster, and stan	dard are
F7b					
Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases."	important Mathemetical Ideas	1	2	3	+
Scaph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Skills and Procedures	4.1			
escalating step randoms and subcatach search has resulted one: Focus on using key lestures to guide selection of appropriate type of model function.		1	2	3	á
	Mathematical Relationships	+	2		+
	Summary / Justification / Ev	ridence			
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	Reviewed By:				39
	litie of Instructional Materials				
LGEBRA II FUNCTIONS (F) terpreting Functions (F4F)					
inalyze functions using different representations.	Summary and documentationet. Cite examples from the	on of how to materials.	se domain, clu	ister, and stan	ndard are
F-4F.7s 7. Graph functions expressed symbolically and show key features of the graph, by hand in sumple cases and using technology for more	Important Mathematical Ideas	+	2	3	
 complicated cases." e. Graph exponential and logarithmic functions, showing intercapts and and behavior, and trigonometric functions, showing period, midling, and amplitude. 	Stotls and Procedures		2		→
Hotel: Focus on using say features to guide estinction of appropriate type of model function					
	Mathematical Relationships	1	2	3	→ +
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	Portions of the domain, clu				

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	Overall Rating	 	1 2	3	++		Overall Rating	
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ALGEBRA II - FUNCTIONS (F)

Interpreting	Functions	(FJF

Analyze functions using different representations.	Summary and documentate met. Cita examples from the			ster, and stan-	tard are
F4F.7c	Important Mathemetical Ideas	4+	4		
 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* 		l	2	3	4
 Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing and behavior. 	Skris and Procedures	+	+		····
Note: Focus on using key features to guide selection of appropriate type of model function		ı	2	3	4
	Mathematical Relationships	41			
		ï	ż	3	4
	Summery / Justification / E	yldence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
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	1	1	2	3	4

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Reviewed By:	
Title of Instructional Materials:	

ALGEBRA II - FUNCTIONS (F)

Interpreting Functions (F-IF)

Analyze functions using different representations.	Summary and documental met. Cite examples from the			ster, and stan	dard are		
F-IF.8e 5. White a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas	(2	3			
a. Use the process of fectoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Slolls and Procedures	+ +	·				
Note: Focus on using key features to guide selection of appropriate type of model function		1	2	3	4		
	Mathematical Relationships	++-	2	3			
	Summary / Justification / I	Videnc	•				
Indicate the chapter(s), section(s), and/or page(s) reviewed.							
	Portions of the domain, cluster, and standard that are missing or not w developed in the instructional materials (if any):						
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ALGEBRA II FUNCTIONS (F)	litie of Instructional Material					_		itle of Instructional Material				
* *						-	ALGEBRA II — FUNCTIONS (F)					
Interpreting Functions (F-IF)	Summary and documentati	no of how the	domin chia		dard am	٦	Interpreting Functions (F-IF)	Summary and documentat	on of how the	a domain churta	c and standard	1 200
Analyze functions using different representations.	met. Cite examples from the		uoman, cara	er, acco x com	IIIANU AN V		Analyza functions using different representations.	met. Cite examples from the		e donnam, cadene	a, asia saman a	. 416
F-IFAb	Important Mathematical Ideas						F-IF3	important Mathematical Ideas	. 1		,	
Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Important Mathematical Ideas	1	2	3	4		Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by werbal descriptions). For example, given a graph of one quadrate function and an algebraic	ипрогали жакнегинкан зоваѕ	1	2	3	+
b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02); y = (0.97); y = (1.01) ²⁰ , y ± (1.2) ²⁰ , and classify them as representing exponential growth or decay.	Skills and Procedures	+					expression for another, say which has the larger maximum. Note, Focus on using key features to guide selection of appropriate type of model function.	Skills and Procedures	+	- 	+	+
Note: Focus on using key features to guide selection of appropriate type of model function		•	2	,	•				•	4	•	•
	Mathematical Relationships	 	2	-	}∙ ,			Mathematical Relationships	 	2	3	 >
	Summary / Justification / En	ridence						Summary / Justification / E	ridence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.							Indicate the chapter(s), section(s), and/or page(s) reviewed.					
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R	Reviewed By:					-	ı	teviewed By:				
Т	fitle of Instructional Materials	i:				-		itle of Instructional Materia	s:			
ALGEBRA II — FUNCTIONS (F) Building Functions (F-BF)						_	ALGEBRA II — FUNCTIONS (F) Building Functions (F-BF)					
Build a function that models a relationship between two quantities.	Summary and documentation met. Cite examples from the		domain, clust	er, and stan	dard are		Build new functions from existing functions.	Summary and documentat met. Cite examples from the		e domain, cluste	r, and standard	are
F-8F.1b 1. Write a function that describes a relationship between two quantities.* 5. Combine standard function types using arithmetic operations. For example, build a function that mediate the temperature of a cooling	Important Mathematical Ideas	1	2	3			F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, k $f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and likesization an explanation of	Important Mathematical ideas	1	2	3	- i +
body by acking a constant function to a decaying exponential, and relate these functions to the model. Hote, Include all types of Anciens studied.	Skills and Procedures	+	2	3	[+		the effects on the graph using technology, include recognizing even and odd Aurobono from their graphs and digelerace expressions for them. Holes include single reduct, retoral, and exponented functions; emphasize common effect of each transformation scross function types.	Skills and Procedures	+	 2	3	
	Mathematical Relationships	+ 	1	 3	 			Mathematical Relationships	+ 	2	3	+
indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / En	idence					Indicate the chapter(s), section(s), and/or page(s) reviewed.	Summary / Justification / E	vidence			

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Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):

Overall Rating

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Portions of the domain, cluster, and standard that are missing or not wall developed in the instructional materials (if any):

Overall Rating

Summery and documental met. Cite examples from the important Mathematical Ideas	lon of how th	e domain, clus	ter, and stand		ALGEBRA II FUNCTIONS (F) Linear, Quadratic, and Exponential Models (F-LE) Construct and compare linear, quadratic, and expone
met. Cite examples from th		e domain, cius	ter, and stand	200	
1	e materials.			410 24 6	
Important Mathematical Ideas		•			solve problems.
	1	2	3	+	For exponential models, express as a logarithm the solution at a, a, and a are numbers and the base b is 2, 10, or e; eva
Skills and Procedures	4.1				Listing technology.* Note: Logarithms as schibons for exponentials.
	1	2	3	•	
Mathematical Relationships	+	<u>-</u>	1		
	·	2	3	1	
Summary / Justification / E	vidence				
					indicate the chapter(s), section(s), and/or page(s) rev
Portions of the domain, clu developed in the instruction	ster, and star nai materials	idard that are (if any);	missing of no	t well	
Overall Rating	-		-	+	
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leviewed By:	***************************************				
itle of Instructional Material	s:				ALGEBRA II FUNCTIONS (F)
				<u>.</u>	Trigonometric Functions (F-TF)
		domain, clus	ter, and stand	ard are	Extend the domain of trigonometric functions using th
Important Mathematical Ideas	41				F-TF.2
	1	2	3	7	Explain how the unit circle in the coordinate plane enables trigonometric functions to all real numbers, interpreted as r of angles traversed counterclockwise around the unit circle
Skills and Procedures	+		-	→	
	,	2	,	•	
Mathemetical Relationships	+1	2	3	4	
				į.	į.
Summary / Justification / E	vidence				
Summary / Justification / E	vidence				indicate the chapter(s), section(s), and/or page(s) revis
	Summary / Justification / E Portions of the domain, chi developed in the instruction Overall Rating Eviewed By: fitle of Instructional Material Summary and documentational Citie examples from the Important Mathematical Ideas	Mathematical Relationships Summary / Justification / Evidence	Mathematical Relationships 1 2 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are developed in the instructional materials (if any): Overall Rating 1 2 Seriewed By: Inter of Instructional Materials: Summary and documentation of how the domain, clusmet. Cite examples from the materials. Important Mathematical ideas 1 2 Skids and Procedures 1 2	Mathematical Relationships	Methematical Relationships

Overall Rating

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R	eviewed By:				
Т	itle of Instructional Materia	ls:			
LGEBRA II FUNCTIONS (F)					
meer, Quadratic, and Exponential Models (F-LE)					
Construct and compare linear, quadratic, and exponential models and solve problems.	Summary and documental met. Cite examples from the	tion of how ne material	the domain, ck s.	uster, and star	dard are
FLEA	Important Mathematical Ideas				
For exponential models, express as a logarithm the solution to ab* = d where a, a, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*	STECTION MALAGORICAN	· (2	3	4
Note: Logarithms as solutions for exponentials.	Skills and Procedures				
		+-}	2	3	+
	Mathematical Relationships	4			
		1	ž	3	4

	Summery / Justification / E	vidence			
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	Portions of the domain, ck	aster, and t	tandard that ar	a missing or n	ot well
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ne Charles A. Dana Center					48
R	eviewed By:				
A44	monda by.				
	tle of Instructional Material	s:			
GEBRA II — FUNCTIONS (F)					
igonometric Functions (F-TF)	Summary and documentati	on of how	the domain, clu	ster, and stan	dard are
xtend the domain of trigonometric functions using the unit circle.	met. Cite examples from th				
-TF.2	Important Mathematical Ideas	4+			+
explain how the unit circle in the coordinate plane enables the extension of igonometric functions to all real numbers, interpreted as radian measures.	·	1	2	3	4
fangles traversed counterclockwise around the unit circle.					
	Skills and Procedures				
		3	2	3	
	Mathematical Relationships	•			
		1	2	3	4
	Summary / Justification / E	vidence			
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Overall Rating

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional meterials (if any):

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Ţ	litle of Instructional Materials				
LGEBRA II — FUNCTIONS (F) Ingonometric Functions (F-TF)		~			
Model periodic phenomena with trigonometric functions.	Summery and documentation	on of how t	he domain, clu	ster, and stan	dard are
F-TF.6	met. Cite examples from the	materials.			
	important Mathematical Ideas	+		+	
Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*		1	2	3	4
	Skills and Procedures	•			
		1	2	٠	4
	Mathematical Relationships	+1			+
		1	2	ė	4
	Summary / Justification / Ex	Idence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu- developed in the instruction			missing or no	t well
	deresopes at the assumption	HES 17 001-0025 HE	+ (# miy).		
	Overall Rating				
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Ŕ	teviewed By:				
Т	itie of Instructional Materials	·			
LGEBRA II — STATISTICS AND PROBABILITY (S)					
sterpreting Categorical and Quantitative Data (8-ID)					
Summarize, represent, and interpret data on a single count or measurement variable.	Summary and documentation met. Cite examples from the			ster, and stand	lard are
S-ID.4					
Use the mean and standard devision of a data set to fit it to a normal	Important Mathematical Ideas	1	2	3	
distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators,			2	,	4
spreadsheets, and tables to setimate areas under the normal curve.					
	Skills and Procedures	(- 		
		1	2	3	4
	Methematical Relationships	++	- 		++
		1	2	3	1
	Summary / Justification / Ev	idence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					
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	Portions of the domain, clus developed in the instruction			missing or no	Hew h
	Out of Dates				

ş	Reviewed By:				
1	itle of Instructional Materia	als:			
ALGEBRA II — FUNCTIONS (F) Trigonometric Functions (F-TF)			•		
Prove and apply trigonometric identities.	Summary and documenta met. Cite examples from t			ster, and star	dard are
F-TF.\$	1	····	•		
Prove the Pythagorean identity $\sin 2(\theta) + \cos 2(\theta) = 1$ and use it to find $\sin(\theta)$,	Important Mathematical Ideas	٠ +			+
$\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.		•	-	,	•
	Skills and Procedures	4.1	,		2.6
	5000 210 / 10000	4 	2	3	1
	Mathematical Relationships	+		- +	+
		ı	2	3	4
	Summary / Justification / I	Evidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, ci	luster, and si	andard that are	missing or n	ot well
	developed in the instructi	onal materia	ls (if any):		
	Oversil Rating	++		<u></u>	
		1	7	3	4
ī	Reviewed By				
3	litle of Instructional Materi	als:			
ALGEBRA H — STATISTICS AND PROBABILITY (S)					
Asking Interences and Justifying Conclusions (8-IC)	[B	dan a d b	ta domain ali	ustas and star	
Understand and evaluate random processes underlying statistical experiments.	Summary and documenta met. Cite examples from t			ISTER, MINI STAN	MARIN AVE
S-IC.1	Important Mathematical Idea	• ++			
Understand statistics as a process for making inferences about population parameters based on a random sample from that population.		1	2	3	4
	Skills and Procedures	4 +		1	→
		1	2	3	4
	Mathematical Relationships	+]	- ! 2	3	+
		1	4	,	•
	Summary / Justification /	Evidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
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	Overall Rating	41	1		++
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7	Title of Instructional Materia	ls:			
LGEBRA II STATISTICS AND PROBABILITY (S)					
laking inferences and Justifying Conclusions (S-IC)					
Understand and evaluate random processes underlying statistical experiments.	Summary and documentat met. Cite examples from the			ster, and sten	dard a
84C.2	Important Mathemetical kiess				
Decide If a specified model is consistent with results from a given data-	High contraction of the second	1	2		
generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?.	1	•	-	-	
	Skills and Procedures	(
		1	2	3	•
	Mathematical Relationships	41			
	-	1	2	3	
		•		-	
	Summary / Justification / E	ividence			
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	developed in the instruction	nei materia	is (ir any):		
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т	itle of Instructional Material	ls:	·		
ALGEBRA II — STATISTICS AND PROBABILITY (5)					
taking inferences and Justifying Conclusions (8-IC)					
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentati met. Cite examples from the			ster, and stan	derd a
84C.4					
Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Important Mathematical Ideas	1	2	3	
	Slots and Procedures	44			
		1	2	3	
	Mathematical Relationships	41			
		1	2	3	
	Summary / Justification / E	vidence			
Indicate the chapter(s), section(s), and/or page(s) reviewed.					

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Overell Rating

Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if eny):

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Title of Instructional Materials:	

ALGEBRA II -- STATISTICS AND PROBABILITY (8)

Making Inferences and Justitving Conclusions (S-IC)

Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	Summary and documentati met. Cite examples from the			ster, and stand	ene bnat
S-IC.3	Important Mathematical Ideas				
Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	. Indpolitate, messerillecom conse	1	2	3	1
	Skills and Procedures	4.			
		ì	2	3	4
	Mathematical Relationships	4-4	·····		
		1	2	3	4
	Summery / Justification / E	vidence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu developed in the instruction			missing or no	x well
	Overall Rating	+	1		+

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Reviewed By:	

Title of Instructional Materials:

ALGEBRA II - STATISTICS AND PROBABILITY (8)

Summary and documentation of how the domain, cluster, and standard a met. Cite examples from the materials.					
imandest Mathematical Ideas					
STOCKETE MEDICINELLOS ICIOES	1	2	,	4	
Skills and Procedures	++			+	
	ì	2	3	4	
Mathematical Relationships	++			-	
	ı	2	3	1	
Summary / Justification / Evidence					
			missing or n	ot well	
Overall Rating	(1 2		+>	
	important Methematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / E Portions of the domain, cludeveloped in the instruction	Important Mathematical Ideas Skills and Procedures Mathematical Relationships Summary / Justification / Evidence Portions of the domain, cluster, and st developed in the instructional material	important Mathematical Ideas	Important Mathematical Ideas 1 2 3 Skills and Procedures 1 2 3 Mathematical Relationships 1 2 3 Summary / Justification / Evidence Portions of the domain, cluster, and standard that are missing or n developed in the instructional materials (if any):	

ences and justify conclusions froi is, and observational studies. sports based on data.		Summary and documment. Gate examples for Important Mathematica. Skills and Procedures. Mathematical Reliations. Summary J. Justifications.	rom the materials		3	
		Skulls and Procedures Mathematical Relations	i i	2	3	- +
e chapter(s), section(s), and/or pa		Mathematical Relations	i	-		.
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	ge(s) reviewed.	Portions of the doma developed in the inst			re missing or n	ot well
		Overali Rating	1		, 3	
. Dana Center						59
		Reviewed By:				
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Use probability to evaluate outcomes of decisions	Summary and documentati met. Cite examples from the			ster, and stan	dard are
S-MD.7					
(*) Analyza decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalle at the end of a game).	Important Mathematical Ideas	1	2	3	4
Note: Include more complex abustions.					
	Skills and Procedures	+			+>
		1	2	3	4
	Mathematical Relationships	4			
		i	2	3	4
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Indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clu- developed in the instruction	stor, and st ad meteria	landard that are is (if any);	missing or n	ot well
	Overall Rating	+1	1	<u>-</u>	
		1	2	3	4

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ALGEBRA II - STATISTICS AND PROBABILITY (S)

Use probability to evaluate outcomes of decisions.	Summary and documentation on the cite examples from the			ster, and stan	dard an
S-MD.6		_			
(*) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Important Mathematical Ideas	1	2	ا د	4
Note: Include more complex adultions					
	Skits and Procedures	+			+
		ì	2	3	4
	Mathematical Relationships	•			-
		1	2	į	4
	Summary / Justification / Ex	ridence			
indicate the chapter(s), section(s), and/or page(s) reviewed.					
	Portions of the domain, clus developed in the instruction			missing or n	ot well
	Overall Rating				